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

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Improving The Quality of Education and Training Through Strengthening Networking

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PREFACE

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

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

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

Dean,

Prof. Dr. Bambang Budi Wiyono, M.Pd

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

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ABSTRACT

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

Keywords: school leadership, work culture, pesantren

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

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

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

In the development efforts in Nurul Jadid senior high school, seen their efforts to the development from within, which is visible from the efforts of educators at both schools. This is caused by the operation of a work culture which has

undergone a transformation and shift while preserving the old values (*al-muhafadhatu ala al-qadimi al-Salih wa al-ahdu bi al-jadidi al-ashlah*). In this case, educators in Nurul Jadid senior high school as formal education institutions under the auspices of pesantren, within the framework of the development from within, according to Habib Chirzin always see the value system (*ruh al-ma'had*), ideals (*himmah*), the real needs (*hajah*), the demands of society (*himmah al-mujtama'*), as well as the capabilities and resources to support schools (caring capacity and support system) **Error! Reference source not found.**.

The phenomenon of the educational reform educational institutions under pesantren, as noted above, according to Syahrin Harahap became evident that the pesantren and the formal educational institutions, has managed to unearth the values of Islam in the modern form of piety which further built and landed in the life**Error! Reference source not found.**.

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

The statement stating that the work culture in an organization is influenced by elements in line with the leadership of Edgar H. Schein **Error! Reference source not found.**:

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

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

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

METHOD

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

This research was a case study *(case study),* which in this case the researchers sought to investigate the phenomenon in the context of real life by utilizing multiple sources that exist in human life**Error! Reference source not found.**. Thus, this study, researchers focused on the desire to know the diversity and particularity the object of study. While the final results to be obtained in this research is to explain the uniqueness of the case under way in high school Nurul Jadid Probolinggo.

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

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

competition. Work culture according to Edgar H. Schein basically comes from three sourcess, among which:

> Cultures basically spring from three sources: (1) the beliefs, values, and assumptions of founders of organizations; (2) the learning experiences of group members as their organization evolves; and (3) new beliefs, values, and assumptions brought in by new members and leaders **Error! Reference source not found.**.

Based Schein statement as stated above, it is known that culture basically comes from three things: first, beliefs, values, and founder assumptions; second, the experience of the member in organizations from development of their organization; Third, new beliefs and values brought by members of the organization or leader. Those three things according to Schein is plays an important role for the survival of the culture, but the most important of all three is the role and impact of the value brought by the organization's founder **Error! Reference source not found.**.

Work culture that formed in schools is also influenced by the pattern and style of leadership that is in it. As revealed by Minnah, et al which states that the work culture and leadership are two sides of the coin contiguously. Culture is embedded in an organization should be translated by the leader to be used as guidelines to behave and act. A school principal as leader in the school should be able to manage a change in the organizational culture so that it can survive from the onslaught of culture beyond the school **Error! Reference source not found.**.

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

> Culture is the result of a complex group learning process that is only partially influenced by leader behavior. But if the group's survival is threatened because elements of its culture have become maladapted, it is ultimately the function of leadership at all levels of the organization to recognize and do something about this situation. It is in this sense that leadership and culture are conceptually intertwined **Error! Reference source not found.**.

The role of a leader in building a work culture based on pesantren, associated with the function of leadership is a process of influence in determining the purposes of the organization, motivates the behavior of followers to achieve the purpose, influences to improve the group

and its culture. It also affects the interpretation of the events of his followers, organizing and activities to achieve the target, maintaining support and cooperation from people outside the group or organization **Error! Reference source not found.**. Therefore, in accordance with Danim who quoted from Keith Davis, that an organization without a leader is like a group of people who are not organized and do not have a conduct aimed **Error! Reference source not found.**.

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

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

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

While the leadership behaviors that relationship-oriented is form of internalizing the values contained in the work culture based on

pesantren will be full of meaning and spiritual meanings, so in order to build a work culture based on pesantren are loaded with spiritual content also needed a leader who is showing the total self quality, both in terms of personality and behavior, both in school and outside of school.

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

Thus, to effort of leading his subbordinate, the principal using a variety of the behavior of relationship oriented such as supporting to the efforts of subordinates by showing the trust and respect, ,helping subordinates by provide personal training and mentoring, giving recognition to the success of subordinates and the contribution that was given by them and make subordinates as partners in making decisions that will ultimately affect the subordinate **Error! Reference source not found.**.

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

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

by the principal is a picture that gives pride to themselves educators. In other words, a vision that is built is a vision that is able to trigger the pride of educators and even they feel the importance of the vision that they defend and run it with fondness.

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

Thus, behavior of the principal's leadership in building a work culture is completing the theory of Edgar H. Schein according to which there are several ways that can be used by leaders to influence the subordinates to follow the values of the organization as they want. In such cases, Schein offers a primary and secondary mechanisms **Error! Reference source not found.**.

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

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

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

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

Beside it, the results of this study complement the theory of Edgar H. Schein's that only reveal that in building the culture of the organization, can be performed using a primary mechanism by lack of attention, leaders reaction to the criticisms and crisis, resource allocation, role models, reward allocation, pattern of recruitment, promotion and dismissal as well as a secondary mechanism consisting from organizational design and organizational structure, systems and procedures of the organization, stories about important events and people in the organization, a formal statement about the philosophy and beliefs of the organization, design of the facility and the usual **Error! Reference source not found.**.

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

The leadership behavior of headmaster of SMA Nurul Jadid Probolinggo in building a a work culture based on pesantren is impact on a work culture and organizational commitment that includes affective and normative commitment of work culture. Basically, the affective commitment associated with their willingness to be bound with the organization (want to). While the normative commitment is a commitment that was born from subordinates by self couse their awareness that commitment to it is as it should be done (ought to) **Error! Reference source not found.**. The attachment of subordinate emotionally is loyalty that arising from feelings of subordinates who

assume that the problems in the organization is their problem too **Error! Reference source not found.**.

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

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

Similarly, the normative commitments of work culture whose arising from the behavior of school leadership which is aiming to build a culture based on pesantren. In this case, normative commitment by Meyer, Allen and Smith, as quoted by Sopiah is a commitment to a work culture that has existed in self-educators for their awareness that the values in culture is as it should be done **Error! Reference source not found.**. The impact can be seen from the behavior of educators in the school that believes that the policies as reflected in the task oriented behavior of headmaster, relationships behavior and spiritual values behavior are for the good of educators as individual.

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

Description as above, also confirms that the behavior of the principal leadership in establishing a work culture based on pesantren helped to reinforce the traits of personality as a result of their affective and normative commitment in the implementation of work culture based on pesantren. Nawawi call the individual behavior with traits of personality (personality traits) in the form of a quality of a person's behavior which has been a characteristic or trait characteristic (unique) in all activities of the individual, and the traits has been permanent **Error! Reference source not found.**.

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

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

Behavior of principal's leadership in building a work culture based on pesantren in SMA Nurul Jadid also have an impact on job satisfaction and lack of turnover intentions. Job satisfaction in the organization basically influenced by several factors, according to the job satisfaction theory proposed by Luthans as revealed from Frederick Herzberg, suggests Two Factor Theory namely motivational factors and hygiene factors. Motivating factors associated with aspects contained in the work itself (job content) or also called as the intrinsic aspects of in job. While the hygiene factors is factors that are around execution of the work, related to the job context or extrinsic aspect of worker **Error! Reference source not found.**.

Based on the belief system that comes from the doctrine of the Qur'an and the hadith provide a strong encouragement for the spiritual condition of a person or group to work which also has a religious aspect. According to Noeng Muhadjir has quoted by Asifuddin declared that the most important from motivational psychology is conscious performance of moral character (*akhlak*) which began from the intention of worship that initiate any activities that will be done (Asifuddin, 2004, p. 199). The urgency of performance of moral aware which began from these intentions, because the behaviors of humans tend to like change, caused their intellectual dynamics, logic, and other moral values. It also confirms that the motive in the form of encouragement of worldliness will tend temporal and does not last long because it is not uncommon motivation has been expired. Therefore, it is proper the belief system of spiritual values serve as prima

causa for the advent of motivation to work even worldly because, however Islam was never a dichotomy of human needs both worldly and after life needs. While the turnover intentions is the impact of job satisfaction of teachers and educational staff in SMA Nurul Jadid Probolinggo.

CONCLUSION

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

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SCHOOL ENVIRONMENT AND CULTURE BASED CHARRACTER EDUCATION

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ABSTRACT

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

***Keywords:** character education, school-based culture and environment*

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

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

METHODS

To answer the problem in a comprehensive study, the approach used is qualitative (Bogdan & Biklen, 1998; Yin, 1999). The research design uses

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

RESULTS AND DISCUSSION
Application of Values Character Education

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

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

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

Implementation Management Culture-Based Character Education and the School Environment

Implementation of character values developed by the leadership of SDN Pandanwangi 1 has consistently been implemented properly. Based on the results observed that cultivation of values-based

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

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

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

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

After the planning activities completed, the next activity is organizing. Organizing is an activity to group activities that have been designed to be more effective in implementation. Implementation of this activity consists of the program and the person in charge of each activity. Activities to

support the implementation of cultural values are grouped into several sections. The values that are integrated with the lesson then managed by homeroom and classroom teacher each, for example via student discipline habituation driving discipline (SPD). Everything was the responsibility of the class teacher and classroom teacher.

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

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

Evaluation Based Character Education Culture and School Environment

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

process of assessing whether the activities carried out are in accordance with the stages of implementation, while the evaluation of the results of the activities of assessing the results of the activities that have been implemented, whether the results are in accordance with our expectations or not. For that evaluation is an important thing to do.

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

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

Findings
Application of Values Character Education

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

Character Education Management

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

Evaluation activities are conducted in two activities, namely the evaluation process of the activities and results of operations. Evaluations reported to the principal verbally and in writing in the forum board meeting teachers.

DISCUSSION
Application of Values Character Education

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

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

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

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

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

Character Education Management

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

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

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

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

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

Evaluation Based Character Education Culture and School Environment

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

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

reported to the principal verbally and in writing in the forum board meeting teachers.

Recommendation

Based on the research results, it is suggested to: 1) Department of Education Malang, the expected results of this study may be one of the reference and input in policy making to develop character education in schools as the city of Malang, special state primary schools. 2) The principal expected results of this study enhance the character better education so that learners can morally better to become the nation's children who can be relied upon. and 3) further Researcher; We hope this research can be followed up by developing a management model of education based on the values of local wisdom and values of society Indonesian nationality with background research methods and others.

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

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

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

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

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

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

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

METHOD

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

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

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

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

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

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

The second group of respondents, labeled Sample B, was composed of citizens representing a

cross-section of society. They came from all "walks of life," and cut across social classes, professions/occupations, political party affiliations, educational attainment, income brackets, etc.

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

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

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

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

The questionnaires combined closed or structured and unstructured or open questions. After collecting the questionnaires and interviews, the responses shall be subjected to analysis, then tabulated and interpreted according to the need of the study. In addition to the questionnaire, interviews were conducted with a smaller number of respondents from each of the two groups of respondents, and the key informants to clarify)in case of vague or incomplete responses), follow up clues that could turn up, thoroughly explore or probe certain problems in depth. For this face-toface interview Guide was used.

To determine the demographic profile of the respondents, in terms of such personal or socioeconomic characteristic, especially age, gender, educational attainment, occupation, monthly income, length of service (job or work) and length of political career, the statistical tools used were: frequency distribution, percentages, mean and standard deviations.

RESULTS AND DISCUSSION
Results

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

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

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

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

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

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

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

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

Governance-related problems and issues

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

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

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

LEADER PROBLEM AND ITS CURING STRATEGY IN ORGANIZATIONAL CHANGE MANAGEMENT

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ABSTRACT

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

Keywords: leader problem, curing strategy, change management

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

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

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

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

RESULTS AND DISCUSSIONS
Change Management

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

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

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

Change Leadership

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

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

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

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

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

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

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

Change Leader Problems

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

There are several leaders 'problem' in leadership that can threaten organizational changes that have been decided. Problems that attacked the leader in in this context include: leaders do not want to listen to feedback from colleagues and

subordinates (including criticisms and suggestions), does not practice what it says (there is a gap between words and deeds), practicing favoritism, intimidating other party, Demoralizing other party, failure in creating direction, not developing member, but more focus on other thing, feeling satisfy on own performance, and prioritize own group though having low ability.

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

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

Strategy to Treat Problem of Leadership Organizational Change Management

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

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

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

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

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

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

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

Thirdly, lifelong learning refers to the ability of leaders to be willing and able to undertake

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

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

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

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

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

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

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

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ABSTRACT

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

Keywords: *teaching mathematics, students' performance*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Conceptual Framework

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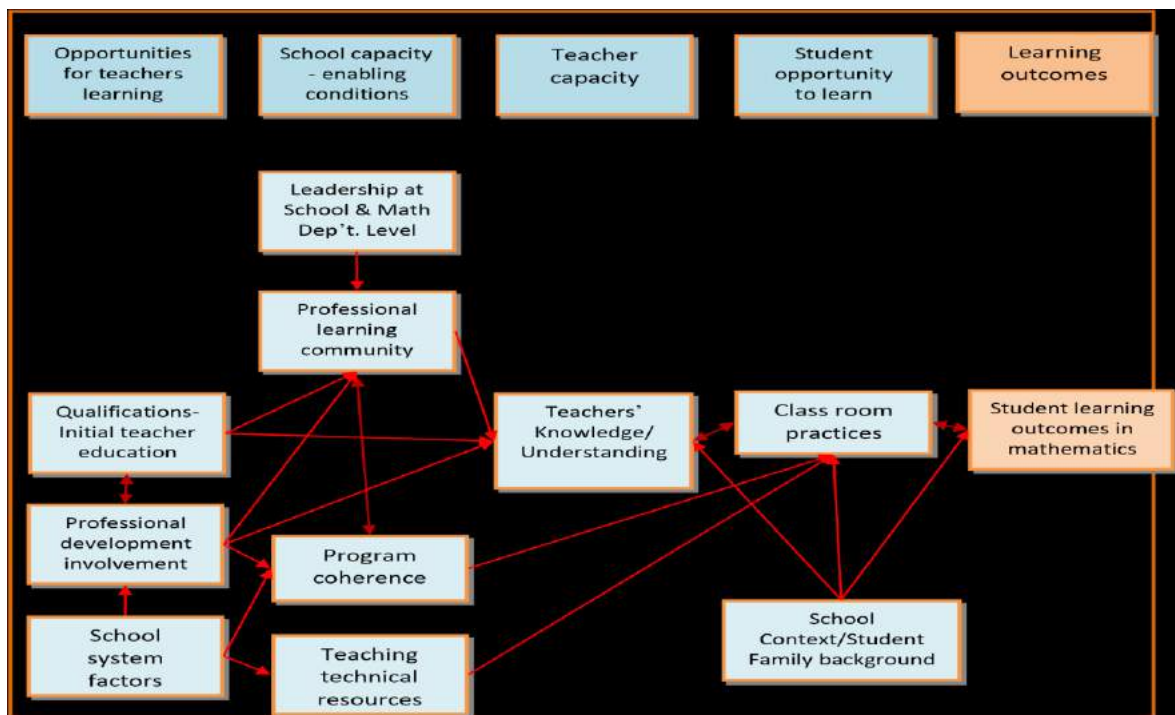
Figure 1. Potential Factors Affecting Mathematics Teaching

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

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

The arrows indicate that the variable, from which an arrow comes, causes a change in the variable at which the arrow points. Double-headed arrows indicate a reciprocal effect, which is theorized to exist between the two variables. In reality, the relations between these variables are much more complex than can be illustrated here.

This model thus represents a compromise between the complexity of the real world and a parsimonious account that captures the main features of that world.

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

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

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

More specifically, this study sought to find out the answers to the following questions:

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

METHOD

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

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

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

The basic concepts and criteria asked and collected were reflected in the three instruments. The survey questionnaires and interviews were applied to the fourth year high school students, mathematics teachers and the school administrators as research respondent in each respondent schools. The classroom observation for mathematics teachers was done with schools A, B and G (Please

see attached table of letter symbols for schools). Data from the three instruments were then documented and integrated.

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

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

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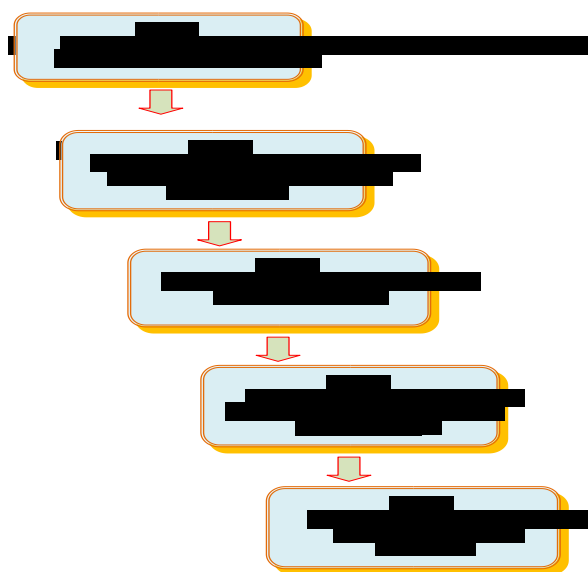
Figure 2. *Stages of the study*

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

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

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

Lanao del Sur has four (4) DepEd Divisions: Lanao del Sur I-A, Lanao del Sur I-B, Lanao del Sur II-A and Lanao del Sur II-B, with one hundred twenty-four (124) public high schools and a total of eighty-seven thousands and four hundreds forty five (87,445) high school students.

Marawi City, formerly Dansalan City, is the capital city of the Province of Lanao del Sur. There are five (5) Division Offices of the Department of Education in this province and the City of Marawi. It has more than twenty (20) tertiary schools including the Mindanao State University.

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

The Province of Maguindanao retains the name of the state firmly established by Sultan Kudarat, one of the greatest Moro heroes. It has a population of 801,100 based on the 2000 census. The City of Cotabato, a chartered city, hosts the Regional Governments of Region XII and the Autonomous Region of Muslim Mindanao. The

provincial capital of Maguindano is Shariff Aguak. In 1989, the province opted to be part of the Autonomous Region of Muslim Mindanao.

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

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

The Meranaws

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

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

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

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

Another distinct feature found in the Meranao culture is ridu. This refers to family or clan feudal war. Ridu is not limited to conflict between clans at all. Very often it is a conflict

within the same one extended family (Bagayaua, 2004). But one way or the other, the pattern of the conflict is always the same. It starts with an act (most of the time done by an individual) that is seen as an offence by somebody else. The interpretation about the gravity of the offence by the offended is the deciding factor for the next step. If it is seen as severe and the response is to kill the offender, it is most likely that this will set off a series of mutual killings. At this point the conflict turns into a ridu. Hence ridu is an act of retaliation or blood vengeance of members of one group against an opposing other.

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

The Maguindanaons

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

As far back as the Spanish occupation, various Muslim groups of the Maguindanao tribes were already settled in regions that developed later into important towns such as Samal in Davao del Sur, Tagum in Davao del Norte and Mayo, which is now Davao City. At present the Maguindanaons live along the coastal area of Southern Mindanao, as well as in the Cotabato Basin adjacent to the upper Allah Valley.

The Iranons or Iranuns

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

The Iranun was the first people who entered into a marriage affinity with Shariff Aulia and Shariff Kabunsuan - Bai sa Pandan (Princess Pagunguwan, daughter of Rajah Urangguwan) and Bai Angintabu, respectively, from whom Sultan

Kudarat directly got his line of descent. The Iranun was a nation bred between the Karibang-Karingke Line of descent and last wave of Malay migrants. From this marriage affinity sprang the Iranun nation whose first leader was Rajah Urangguwan. The name of their place (state) was Uranen. During the advent of the Shariffs, union took place in the kingdom through uninterrupted inter-marriages among the royals.

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

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

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

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

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

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

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

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

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

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

The class structure deals with the teachers" ability to start the classroom discussion as prelude or "warm-up" to invite students" interest in the

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

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

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

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

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

were also given to the three (3) sectors of respondents, namely; the students, teachers and administrators (see Appendices A.1–A.3).

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

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

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

The Arithmetic Mean and Percentage were used to describe the demographic profile of the respondents, such as their age, gender, civil status, tribe, religion, educational qualifications and length of teaching practices or experiences. These were also used for finding the mean average of the respondents" responses on the questionnaire, teachers" beliefs and classroom observation.

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

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

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

RESULTS AND DISCUSSION

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

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

1. Among the 31 teacher respondents, 13 were graduates of the minimum requirement for professionals, a Baccalaureate degree. Nine were graduates of a baccalaureate degree with some units leading to a Masters degree. Three were graduates of baccalaureate degrees and were candidates for graduation for the degrees leading to Masters degree. Only one of the respondents was a graduate of Engineering with Magna Carta units. Only two were graduates of a Masters degree other than Education; only one was a graduate of a Masters degree in Education; only one also was a Ph.D. candidate and another one a holder of a Ph.D. degree. Generally, most of the teachers lacked expert educational qualification. This could certainly hamper teaching practices as indicated in the conceptual framework of this study. Teacher qualification, one of the potential factors affecting teaching, a sub-factor of opportunities for teachers learning, affects professional development involvement and vice versa. It also affects professional learning community which is a sub-factor of school capacity and teachers" knowledge which is a sub-factor of teacher capacity which shapes classroom practices and vice versa.

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

3. On the issue of the use of various teaching strategies, aids and techniques by the mathematics teacher, the respondents" responses of schools were likewise unfavorable and highly unfavorable as shown in Tables 4.7, which is supported by Table (4.26) on classroom observation (triangulated). This unfavorable result is believed to affect teaching as going back to the conceptual framework classroom practices such as employment of various teaching strategies, aids and techniques affect teachers" knowledge and vice versa. Classroom practices are affected by both program coherence and teaching technical resources and it affect students" opportunity to learn.

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

5. On the issue of school facilities, such as library resources, laboratory facilities and sports facilities, the respondents" responses of the schools were "undecided" and "highly

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

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

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

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

CONCLUSION AND RECOMENDATION
Conclusion

Based on the gathered data, which have been carefully processed and analyzed, the following conclusions were drawn: 1) All of the public high schools mathematics teachers in this study have finished their undergraduate degrees but few were mathematics majors. Only one (1) out of thirty one (31) mathematics teachers was a Ph.D. holder, while only two (2) of them were masters" degree holder. However, these teachers had enough experience in teaching as not one of them has less than five years in teaching practices so that with this number of years in teaching, they must be equipped with better knowledge in the teaching profession.; 2) The professional growth of these mathematics teachers were not well supported by the administration due to lack of funds. Only limited seminars and training were attended by even a few teachers and their academic studies were likewise not encouraged for them. However, no teacher had a teaching experience of less than five years. This implies that all of these teachers were not new to the teaching profession and that their loyalty and dedication to the teaching profession may not be questioned; 3) The mathematics teachers" teaching strategies were not well- updated with the new trends of teaching practices. This still resulted from the fact that the schools did not have enough funds for further academic growth of the teachers; 4) The public high schools in the two provinces investigated had their own curriculum, in which Arabic subjects were part of the contents. However, this in effect shortened the time schedules of some subjects, including mathematics subjects; 5) The school support facilities of the public high school were not properly addressed and well maintained. In fact one (1) school showed no library and even those with libraries, there were not enough copies for textbooks and references. In particular, there were more schools in the province of Lanao del Sur that lacked good chairs from some of the classrooms and no concrete basket-ball courts. However, there were more schools in Maguindanao province that lacked textbooks and references in the school library than in the province of Lanao del Sur. In general, the public high schools in the two provinces investigated did not have sufficient and suitable school facilities; 6) The school administrators were supportive of the mathematics teachers but they were limited by inadequate funding for the teachers" academic development program.

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

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

on students" learning. Similarly, the administrations" attitude is likewise not significant towards mathematics" learning.

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

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

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

Recommendations

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

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

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ABSTRACT

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

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

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

However, to be a good translator is not easy. Translators not only have to know meanings, techniques and procedures but also the culture itself. There isn`t true or false in translation but the translation has to be appropriate. As said by Nida (1964) a gloss translation mostly typifies formal equivalence where form and content are reproduced as faithfully as possible and the target language (TL) reader is able to understand as much as he can of the custom, manner of thought the source language (SL) context. Contrasting with this dynamic equivalence tries to relate the receptor to modes of behavior relevant within the context of his own culture without insisting that he "understands the cultural patterns of the source-language context". Translation is a difficult job and heavy but interesting. Apple and Muysken statement that contrary to expectation, if turn out that bilinguals who are very proficient in both languages are not always good translators. Therefore, translation is a job that requires specialized knowledge and training.

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

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

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

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

DISCUSSION

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

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

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

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

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

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

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

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

Process of Translation

SOURCE LANGUAGE
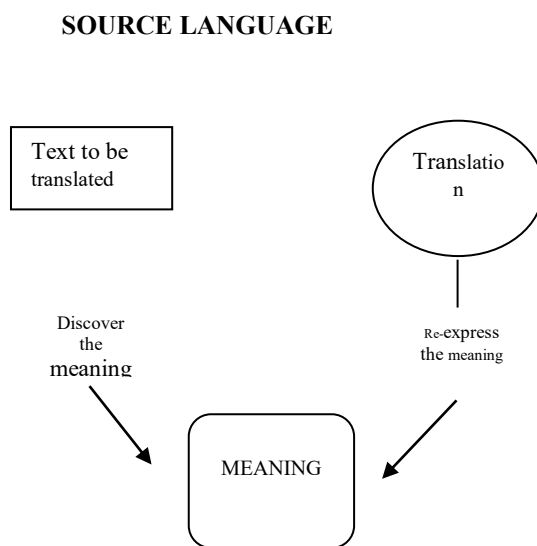
Figure 1. Process of Translation by Larson

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

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

1. To isolate the concept of technique from other related notions (translation strategy, method and error).
2. To include only procedures that are characteristic of the translation of texts and not those related to the comparison of languages.
3. To maintain the notion that translation techniques are functional. Our definitions do not evaluate whether a technique is

appropriate or correct, as this always depends on its situation in text and context and the translation method that has been chosen.
4. In relation to the terminology, to maintain the most commonly used terms.
5. To formulate .... to explain mechanism .... ibed.

Transl .... ve it can be taken a re .... oral and written put mo .... meaning or message delivered. The translation results obedient to shape his source language is not fundamental, the most important th .... as the intent and meaning that .... message on his source langu .... there are similarities between messages in source language and target language.

Castration Linguistics and Proposition

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

Castration linguistic based on the above statement is a scene or forms that occur in the translation that cannot be avoided. Castration linguistics is a phenomenon in which the text elements source language does not automatically translate without losing the meaning of the text intact target language. The term linguistic castration is translation of linguistic castration taken from a book written quote Gentzler above. In this paper the

term has become one of the keywords. Closest meaning of the word 'castration' in Britannica World Language Edition of Funk and Wagnals New Practical Standard Dictionary, Vol. One A-P, the figurative meaning to expurgate (Funk, 1955).

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

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

Production Translation and Machine Translation

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

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

Learning Translation

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

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

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

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

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

5. There is a view that considers that the practice of translation as an extension or application of the linguistic system that has been taught to

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

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

Idiomatic expression known as an element that cannot be translated if the idiomatic expressions cannot be translated, then four ways can be used. The fourth way to do is to (1) allow the expression idiom as the original word by placing it between two quotation marks, (2) allowing the expression of the original, but given the explanation is shown in brackets, (3) using the equivalent of the closest, and (4) using the usual translation. Weber (1984: 45) found homework assignments with extensive corrections are more conducive to the learning process than testing is. However, translators are generally under constant pressure, due to very tight deadlines imposed by clients. Furthermore, Weber (1984: 46) said that the translation of material evaluation should include the following things:

1. Test the student's knowledge of general and technical terminology.
2. Test the student's aptitude to work rapidly, correctly, under time constraints.
3. Test the student's skill in using dictionaries.
4. Test the student's general resourcefulness in cases in which the dictionary.
5. Test the student's general readiness to enter the job market.
6. Prepare the student for future test-with potential employers.

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

Teachers as an Interpreter and Translation Teaching

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

Based on the above opinion translation is a job move or mandates precisely the concept of source language to target language by adjusting the structure of the language. Displacement concept quickly requires mastery of the material translated. And that is more important for a transfer or a mediator, a translator must be honest and careful concepts or text message source language is not lost. Related to the above opinion Newmark (1988), states that the translator works in four stages, namely:

1. Science which requires knowledge and proof of facts and language;
2. Skills which requires appropriate language and grateful;
3. Art which distinguish good writing from bad, the level of writing creative, intuitive and inspiring of translation; and
4. Tastes the translation that reflects individual differences.

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

Through research subtitles by comparing text with text source language to text target language can be brought finesse translators translate a word,

clause, and sentence in English (source language) in the word, clause, and sentence in Indonesia (target language). In accordance with the procedures of this study suggested that the experts Translation Studies Holmes, Popovic, and, Lefevere (Gentzler, 1993). As a reference, The International Association of Conference Interpreters to make restrictions on three types of working languages (Gile, 1995). The kind of language is the language of A, B, and C. Type C language is a passive language is a language that theoretically understood at the level of a native speaker. Type B is the active language that is the language actively and passively controlled like native speakers. The third type is the type of language A that is controlled by the level of proficiency as a native speaker.

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

Syllabus and Teaching Translation

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

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

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

For learning activities in the classroom Duff uses worksheets to be done within 30-45 minutes, consists of short texts (containing two or three sentences) followed to discuss text long to be translated students outside class hours are the results discussed in the classroom. Translation

training focus is directed at topics; (1) Context and register, (2) Word order and reference, (3) Time: tense, mood, and aspect (4) Concepts and Notions, (5) Idioms: from one culture to another. Furthermore, Duff stated that the translation is a subject neglected (Duff, 1994). The research on learning tactics translation needs to be done to further improve the cognitive aspects of the learner. In the process of teaching and learning activities involved various components or elements, such as teachers, learners, learning materials, methods and techniques of teaching and learning, and evaluation. All the variables of learning geared to the learning objectives.

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

Methodology

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

DISCUSSION

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

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

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

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

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

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

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

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

Index as a means of	The index

distinguishing, that there are certain differences alongside the similarities - between objects in the universe highway. Although we give the name or the same symbol on the object. For example, a state or a concept politic 1 is not the same as a state or political concepts 2.

emphasizes there are differences as well as similarities between things even though they may have the same second label politicians are politician (Alfa link Machine EIC -1430 TT)

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

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

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

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

language the sake of cohesion, meaning does not necessarily translate into the BSA

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

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

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

CONCLUSION

From the description of the data it is concluded that the translation results by using machine translation is very difficult to understand. This is due to the translation prefers meaning word for word rather than the meaning of the context. One reason is the inability of the translation engine to translate words with a cargo of special significance and relevance detect a word with another word in the text larger. In addition Machine Translation more tends to translate all the words in a text source language though the text contains words that indicate castration linguistics, such as empty words expletive, adjectives nonrestrictive, appositive or explanatory modifiers, and the

meaning of restrictive or nonrestrictive, etc. The linguistic understanding of castration can help increase understanding in learning translation.

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LEARNING OBJECT ON ON-LINE LEARNING IN EDUCATIONAL TECHNOLOGY DEPARTMENT

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ABSTRACT

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

Keywords: *learning objects, learning on-line*

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

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

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

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

Multimedia Education Resource for On-Line Teaching (Merlot) Learning Project and referred to them as "online learning materials" (Merlot,

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

DISCUSSION
Resources In The Pedagogical Paradigm

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

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

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

Learning Object

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

Role-Based Learning (Simulation Game)

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

Problem Based Learning

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

According to *Liu, Williams, & Pedersen (1999)* that the typical learning environment will be based on theory related to:
1. Put the problem in the context of a rich and allows learners to engage in scientific inquiry as experts do;
2. Present a problem with complexity, but provides tools to support learners in working with complexity;
3. Provide information in a multimedia format to allow for dynamic and interactive presentation that addresses different learning styles and needs of learners;
4. Provide expert guidance from various perspectives to facilitate the acquisition and transfer of knowledge; and
5. Stressing the interconnected nature of knowledge.

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

web-based role play simulation, most of the features that are currently online generic conference found in LMS will meet the needs of this pedagogical design.

Learning Exploration

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

Cognitive Learning Tools As Object

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

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

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

Resource-Based Learning Environment

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

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

Impact Gap

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

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

Learning information retrieval should look at learning and teaching, material that is only to be

read, focusing on identifying the sub-structure of the material (e.g objectives, level of learning competencies), and ignore the other issues that accompany?

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

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

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

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

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

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

Functions provided by the software (called a rendering software) needed to take a structured resource and provide interactivity in educational settings. Observation, identification and recognition of the need for special software in different pedagogical paradigm forces us to re-conceptualize the meaning that underlies the idea of learning objects and questioning the relationship between learning technology community and the education community.This paper, at least analyze the potential reuse of learning resources from different pedagogical paradigms. This obviously requires the responsibility of subject matter experts, instructional designers, and software developers, as well as will empower educators to create more innovative educational course ware.

CONCLUSION

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

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

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ABSTRACT

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

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

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

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

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

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

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

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

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

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

METHODS

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

RESULTS AND DISCUSSION
General Proccess of Courses Activities

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

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

Figure 1. The Flies Stocks in Genetics Laboratory FMIPA UM

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

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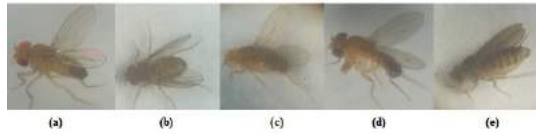
Figure 2. Some of flies strains that available in Genetics Laboratory FMIPA UM: (a) wildtype/ Normal; (b) black body; (c) white eyes; (d) clot eyes; and (e) black body clot eyes strain

Classical Practicum Activities

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

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

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

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

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

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

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

Project Practicum Activities

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

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

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

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

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

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

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

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

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

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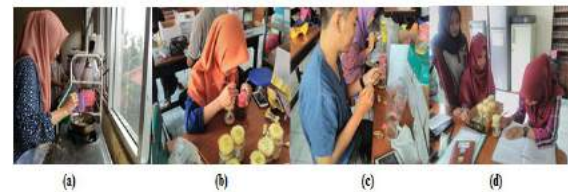
Figure 3. One of students who was (a) cooking a medium; (b) rejuvenate her flies culture; (c) isolating the pupae; and (d) report her activity to a project assitans.

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

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

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

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

The Benefits

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

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

The Obstacles

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

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

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

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

The Recommendation

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

CONCLUSION

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

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

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

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ABSTRACT

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

Keywords: *learning planning, pondok pesantren*

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

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

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

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

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

Learning management at boarding school

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

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

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

Planning Learning

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

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

Learning implementation

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

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

Learning assessment

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

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

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

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

FRAMEWORK THINK

Pondok Pesantren Learning Management (PP)

Learning planning	Learning Implementation	Learning Assessment
■ Annual Planning Planning Semester ■ Analysis of Subject Matter ■ Unit Lesson Program ■ Lesson Plan	■ Time Learning ■ System Teachers ■ Language of instruction ■ Implementation of the Curriculum ■ Weight ■ Hierarchical arrangement ■ Grouping ■ The books are studied	■ Test Program ■ Determination of Interest ■ Administering Test ■ Ratings ■ Scoring test ■ Results Test ■ Determination of program success ■ Recording and reporting

The Idealization of the concept of Learning (PP)	Optimizing the Effectiveness and Learning (PP)	Performance Accountability (PP)
■ Planning clearly ■ Ability and willingness ■ GBPP and clear curriculum ■ Coordination, compactness and sustainability chaplain	■ Utilization of time ■ Discipline of students ■ Programmed all aspects of Islamic education ■ Consideration of the religious sciences and general sciences ■ Preparation of the subject matters to developed to a higher level	■ Development of a comprehensive assessment system (cognitive, affective, psychomotor) ■ Emphasis assessment criteria ■ Preparation of assessment program ■ Data collection value ■ Determination of assessment into curriculum ■ - Adjusted the existing teaching force

Efficiency of Education at boarding Learning

METHODS

Denzim and Lincoln mentioned that qualitative research is to approach the subject in *its natural setting* and tries to understand or interpret the phenomenon under study to describe a certain

reality. Qualitative Methods is a research method that is used to examine the condition of natural objects, where the researcher is the key. In line with the above opinion, a qualitative approach using the natural environment as a direct data source, analytic descriptive, emphasizing on the process not the outcome, inductive and prioritize meaning. So the target of study is the prevailing patterns and striking based on manifestation of symptoms that exist in human life.

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

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

RESULTS AND DISCUSSION
Results
Pesantren Lesson Planning

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

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

".... To make annual plans usually boarding party, which has been made

under the new pencananya academic calendar. While the plan semesters, usually starting in July to December. Because in making it, adapted to the existing activities, either in boarding schools or in schools or madrassas ".

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

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

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

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

Learning implementation

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

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

money bisyaroh or honor, this involves the process of learning process.

Learning assessment

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

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

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

DISCUSSION

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

Lesson Planning Pesantren

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

Learning Implementation Pesantren

Implementation of learning is *teacher-oriented,* when using *bandongan;* and is *student oriented,* when using *sorogan,* musyawaroh and dialogue. Ustadz read the book, equipped with the meanings of words such language perkata with such raw; *utawi, iki, iku,* and so forth.

Study time on non-classical systems, dilakuakan after fard prayer, and in the classical

system based on semi-annual time allocation. The system uses a system of teachers teaching subjects. The language of instruction is Javanese, Indonesian and inherently rigid.

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

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

Learning Assessment Pesantren

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

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

The results of the test, useful for graduate students to determine whether or not, the students in education that followed. Determination of the success of the program, namely the end of each semester, a written exam is held. The results of this test, put the book rapotr as a result of the learning achievement of students at the semester. While recording and reporting have started to be made from the beginning until the end of the program. *Second,* judging on non-classical systems. No semester exams or exam grade. The

emphasize is more assessment individual self students, has been the extent of his ability to understand the scriptures taught. With a self-evaluation, the students can measure their own results of their study, and not at all a possibility for manipulation of values.

Management's Discussion boarding school

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

Lesson Planning Pesantren

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

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

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

Learning Implementation Pesantren

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

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

Implementation of learning in Pondok Pesantren, include:

Ttime to learn

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

Teaching system

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

Language of instruction

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

Teaching system

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

practice reading *(sorogan)* and there were just listening only *(bandongan).*

Stages of implementing the curriculum

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

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

Learning judging Pesantren

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

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

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

CONCLUSSION AND SUGGESTION

Conclussion

In principle, planning activities at boarding school learning Roudotul Tholibin leteh have been implemented, such as

planning at this institution, basically not much different as is done in public schools and madrasah.

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

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

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

Suggestions

The first planning needs to be clarified, so that it can be considered the results of its outputs, and can be estimated in one semester or one year students got what. Both the willingness and welfare through comparative studies. Thirdly the need for coordination and cohesiveness, continuity good chaplain with the

cleric, chaplain to students and students with students, the fourth is need for filtration systems interests of prospective students. And a need for standard inputs and outputs, so that students are concerned when going in and out of schools, and for the institution of the pesantren itself in terms of recruiting students.

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

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

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LESSON TO READING LETTER OF JAVA USING RPG GAMES

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ABSTRACT

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

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

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

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

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

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

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

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

Learning Media

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

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

Genre Favorit
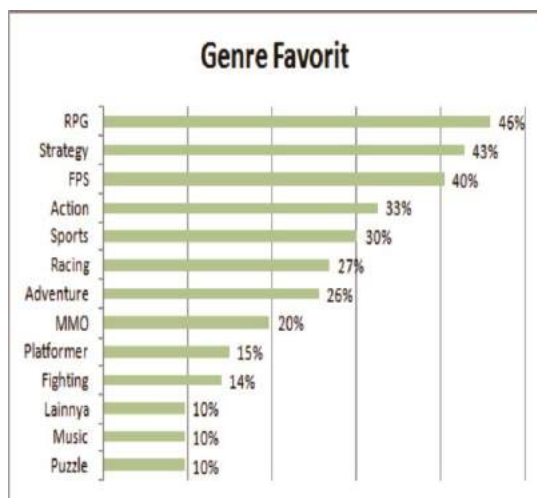
Education Game

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

Role Playing Games (RPG)

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

Discussion

The method that used in designing this game is literature study. A literature study was used to collect the previous research on the RPG and lesson to reading Java letters. The basic idea of the game is trying to combine a scrabble game, puzzel, and RPG. But the basic concept of the game is still a RPG game. This game uses the Java language. Variety Javanese that used is ngoko lugu. This game is called "Bima Lelana". The name comes from the story of the puppet called Dewa Ruci. The story of Dewa Ruci describe a student to seek knowledge even if encountered various obstacles. Students are expected to know the story of Dewa Ruci same time know and practice the values of character education in it.

Storyboard

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

Hirarki

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

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

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

CONCLUSION

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

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STRENGTHENING OF PRINCIPAL COMPETENCE THROUGH IMPLEMENTATION OF INSTRUCTIONAL SUPERVISION

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ABSTRACT

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

Keywords*: competence, principal, instructional supervision.*

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

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

PRINCIPAL LEADERSHIP IN SUPERVISION OF TEACHERS

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

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

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

Instructional supervision activities are an integral part of educational management activities in school. Wiles and Bondi (1986) suggest that supervision is help to develop teaching and learning situation better. Meanwhile, according to Sergiovanni (1983) supervision is a conscious effort to stimulate, coordinate and guide growth of teachers countinuously in the school either individually or in groups to better understand and effectively in realizing the entire learning function. Furthermore, guidance of quality improvement in primary schools (Depdikbud, 1994) stated that the

professional development of teachers is providing assistance to teachers, especially assistance tangible professional guidance conducted by principals, supervisors, teachers or coaches others to improve the process and learning results

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

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

There are three methods of development for teacher supervision: intensive development,cooperative development, and selfdirected development) (Wiyono, 2004). Intensive supervision is supervision carried out by a higher-level supervisor, that is: principals, vice principals, supervisors or older teachers and done continuously and systematically. This development is more focused on the growth of teachers is not teachers evaluation. Cooperative development is a process of teacher development through peers. A small team of teachers works together in various ways to facilitate their professional growth. This activities can be done through classroom observation, professional dialogue, curriculum development, peer supervision, peer training and action research. While the self development

supervision is a process of teachers growth through their own effort independently. These activities are carried out through a model based on objective or feedbackdiagnostic model. Through the development of yourself then teachers can identify weaknesses, set direction and technical according to independently their own characteristics. This model can be done especially for teachers who already have a level of positions growth that is high enough.

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

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

IMPLEMENTATION IN THE SCHOOLS

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

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

Concept of instructional supervision is clearly stated by Glickman (1981) that instructional supervision is a series of activities to help teachers develop their ability to manage teaching and learning process for the attainment of teaching.

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

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

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

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

PURPOSES OF INSTRUCTIONAL SUPERVISION

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

supervise quality, developprofessionalism and motivate teachers.

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

PRINCIPLES OF INSTRUCTIONAL SUPERVISION

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

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

Here are some other principles that must be considered and realized by supervisors in carrying out instructional supervision, namely: (1) must be able to create human relations harmonious, which is done with creation of a relationship that is open, solidarity, and informal, (2) should be done continuously, ie supervision activities should

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

CONCLUSION

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

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POLICY AND PRIMARY EDUCATION CURRICULUM DEVELOPMENT

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ABSTRACT

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

Keywords: policy, curriculum development, basic education

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

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

DISCUSSION
Curriculum Devolpment Basis Related with Curriculum 2013 Policy

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

Positivism and empirism have underlayed discipline knowledge development, especially natural science. Subject academic curriculum development or science basis curriculum has been underlayed by positivism or empirism thought. Philosophy ideology beheld education as inheritance or science continuity, skill, and values through the young generations. Education was

emphasizing to mastery the materials learning that have taken from discipline of sciences. Curriculum development organizes content curriculum of date, chose and take learning material from various discipline science adjusted with development stage of learners.

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

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

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

By learning the documents related with implementation of curriculum 2013, philosophy basis application can be looked from four cases: idea or curriculum concept, curriculum of content, learning process, and assessment process. Based on idea and concept, philosophy basis application in curriculum 2013 reflected with the using of competency based curriculum model standard based, based on the national Indonesia culture, preparing for the present life and the future, emphasizing to the balance

between soft skills and hard skills and school is not separated with the society. Based on the curriculum content philosophy basis application in curriculum 2013 reflected with the main competency (K1-1/spiritual behavior, K1-2/ social behavior, K1-3/ knowledge, K1-4/ skill, basic competence of subject content, more simple content, and competency is more improved and appropriated with the learner environment.

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

Specially, implementation of curriculum 2013 beside the laws above, the other legal aspects became the basis of curriculum development is government rules no. 32 in 2013about changing of government rules no. 19 in 2015 about national education standard, particularly those have concerned graduate competency standard, standard of content, standard process, and standard assessment. The fourth standard mentioned in the present contained becoming the rules of minister of education and culture no. 65 in 2013about graduate standard competency, rules of minister of education and culture no. 66 in 2013 about standard assessment and concerning standard content for primary education concerned in rules of minister of education and culture no. 67 in 2013 about basic framework and curriculum structure of elementary school/ basic Islamic school and rules of minister of education and culture no. 68 in 2013 about basic framework and curriculum structure junior high school/junior high Islamic school. Meanwhile, application of rules in implementation of curriculum 2013 was concerned in rules of minister of education and culture no. 81 A in 2013 about curriculum implementation.

Psychology basis in curriculum development process expected the education committed relevant with the essence of learner, either adaptation from material aspect which has to give to the learner, or delivery aspect and learning process and adaptation from the other education elements. In this case, two branch of psychology have tight concerned in curriculum development process, these are development psychology and learning psychology. Development psychology is a science studying

about individual behavior concerning with their development. In development psychology inspected about the essence of development, development stages, development aspects, individual development assignment, and it has correlation about individual development that all can be made as consideration material and base curriculum development.

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

Curriculum And Society

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

Curriculum And Culture

Basically, education is part of education although it can be expressed that education constitutes a cultural process for increasing the human standing and prestige, besides it has to be interaction with others and the environment (Hasan, 20005: 6.40-6.41). Directly science and technology basis become the content/education material and indirectly give the assignment to the educator transferring the provision skill to the society problem that faced as the influence of science and technology. Besides, science and technology can be used in problem solving of education.

Identification Problem of Curriculum 2013 Policy

Identification of problem from curriculum policy in curriculum 2013 including (1) competency of educators that don't have ready to apply curriculum 13 yet in some of factors so example: they don't have training / socialization related to the curriculum 2013, (2) readiness of students learning, example: students was not accustomed with the questions yet that need

intellectual activity, (3) learning sources have related to learning source facility and infrastructure of printed media or electronic and learning environment has not maximum in education institution yet, (4) learning process, in the learning process uses scientific method that applying (observing, asking, reasoning, trying and communicating) it cannot be developed to the learner optimally and (5) assessment, in the system curriculum assessment 2013 is authentic assessment and many kinds of assignments have to be observed as assessment of learning outcome students achievement.

Goal and Usage of Formulating Curruculum 2013 Policy

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

Curriculum development based on all of connecting structure that have done by people or responsibility party in education objectively can develop the student talent and attain the learning goal. The usages of curriculum development are: (1) student, students can develop their potential, so that minimum basic competency can be reached by the students. In this condition the students expected to be able to live in the middle of society widely and able to fill the expectation of all of party student, society, or graduate user, (2) institution, utilizing value of curriculum development is containing the big input for institution because income of students depend on the interest of society, the interest of society is high so the income of students is big, (3) teacher, as the guidance of planning and applying the assignment, guidance to the evaluation, (4) headmaster, curriculum used as the guidance in assignment administration planning and supervision to maximize of education goal achievement and learning in the school, (5) graduate user, curriculum has to reflect all of society need so the student in science discipline and profession can be accepted in the society.

Materials should be Mentioned in Development of Curriculum 2013

Materials should be mentioned in development of curriculum 2013 that formulated is learning theme fused. In this learning, the material characterized interdisciplinary, the relationship

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

Based on the explanation that theme fused learning is important committed for all of class in elementary school because it has much utilization. Curriculum 2013 developer mentions that the utilizations are in: (1) comfortable classroom situation and fun, (2) using group work, collaboration, group studying, and conflict solving strategy support the learners for solving the problems, (3) optimize learning environment as classroom key of brain friendly classroom, (4) learner can process the information on time and fast and it is not touch of quantity and quality dimension to explore the new concepts and help the learner to develop of knowledge vainly, (5) learning process in the classroom support the learners staying in the brain friendly format and learning material explained by teacher to have applied to the learner in daily life directly, (6) relative learner has delay experiences to solve the learning program can be helped by giving special consoling and applying complete learning principle, and (7) learning program has characteristic brain friendly that teacher is possible to create learning complete by applying ways assessment variation.

Material of Curriculum Policy

In determining learning material or teaching material is not detached from philosophy and education theory developed. Learning material compiled logically and systematically in the form (1) theory, a set of concept, definition or preposition has relationship each other that providing systematic statement concerning indication of specification of relation, (2) concept, an abstract was created by special organization constitution of brief definition from a group fact, (3) generalization, special common conclusion sourced from analysis statement, (4) principle,

main idea develops concept relation, (5) procedure, stage series organized in learning material that should be done, (6) fact, some special information in the material, (7) terminology, new vocabularies, (8) illustration, the process has the goal to clarify a contribution, (9) definition, explanation about the meaning, and (10) preposition, the method used to extend the lesson to get curriculum purposes.

Human Resource as a Main of National Development

The reason become consideration that human resource to be main modal particularly economic development such as (1) education increases the productivity of worker if the productivity increasing so the economic development of inhabitants is rising also and inhabitant who pays the tax also increasing, it is supporting the national development, (2) decreasing the gap of poverty if education increases so the income of poor group grows fast and the last result is the gap decreasing, (3) the knowledge gaining process and skill through the education are a skill investment, the income is rising so the development gets increasing also, (4) education makes possible the society learning the technique knowledge which needed for leading and operating the modern companies and the other modern activities, (5) the better knowledge gained from education to be the incitement for creating the modernity in technique, economic and the other various aspects in society life.

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

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

managed as like industry manufacture world of profit oriented. It is not right because education must be accessed and the opportunity of getting education is same for every civilization.

A Variety of National Education Policy

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

The first, it is implementation of curriculum 2013. Several of schools have many obstacles, so example: books, class administration, learning process. Content of curriculum 2013 has a good material because student oriented and the other positive materials. However, curriculum change and curriculum implementation is not ready yet make several party has problem of it. There are no books as a learning source that makes learning process disturbed in the classroom.

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

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

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

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

CONCLUSIONS

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

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

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EDUCATION AND INDIGENOUS PEOPLE OF INDONESIA

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ABSTRACT

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

Keywords: indigenou, education, polic, culture, development

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

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

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

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

DISCUSSION
Indigenous People and Knowledge

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

But, who can we describe as indigenous people? How can we spot them between 370 million populations of indigenous people around the globe? This can be difficult to answer since all indigenous groups are unique to the places where

they live, not to mention the different ways of defining 'indigenous people'. United Nations mentioned there are approximately around 5000 different groups living in over seventy countries.

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

- *Tribal people in independent countries whose social, cultural and economic conditions distinguish them from other sections of the national community, and whose status is regulated wholly or partially by their own customs or traditions or by special laws or regulations;*
- *People in independent countries who are regarded as indigenous on account of their descent from the population which inhabited the country, or geographical region to which the country belongs, at the time of conquest or colonization or the establishment of present state boundaries and who irrespective of their legal status, retain some or all of their own social, economic, cultural, and political institutions.*

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

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

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

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

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

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

Indigenous People of Indonesia

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

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

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

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

Characteristic of Indigenous People of Indonesia

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

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

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

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

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

Situation of Indigenous People in Indonesia

Indigenous people of Indonesia mostly live in rural environment which are rich in natural resources such water, minerals, oils, natural gas and land. They use all the natural resources for living

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

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

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

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

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

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

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

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

The Development of Schooling in Indonesia

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

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

Dutch Adopted System

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

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

The Current Education System

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

Table 1. the indonesian education system

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

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

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

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

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

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

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

Indigenous Knowledge and Formal Education

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

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

Table 3. comparison between indigenous and formal education

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

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

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

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

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

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

Most communities in developing countries use indigenous knowledge and practices to extract their livelihoods from their environment. Their ways of lives have been covered in value systems and knowledge that often are protective to the environment and its contents, both living and non-living. They depend mostly on land and land resources. For example, they keep livestock, grow food crops, collect firewood, folder etc. from the forests for their daily activities and livelihoods. These practices are also embedded in their cultural norms and values to ensure resilience or sustainability. As part of their cultural practices, myths and beliefs are attached to resource extraction in order to prevent overuse and misuse. Culture unitizes human and natural resources into one ecologically functional entity in which they both co-exist. Indigenous knowledge and practices are well aligned to support this co-existence of humans and their natural environment. In this way, resource consumption is regulated and sustainability is ensured. Therefore, more than ever before, indigenous knowledge should be seen as pivotal above all in discussions on sustainable resource use and balanced development (Brokensha*et al*. 1980; Compton 1990; Gupta 1992; Niamir 1990; Warren 1990).

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

In the western development paradigms, local cultural values and norms are not recognized and not incorporated. As Banerjee (2003) observes, the meanings, practices and policies of sustainable development continue to be informed by foreign thought, resulting in disempowering of a majority of the world's populations, especially rural populations in third world. He further argues that the discourses of sustainable development are based on a unitary system of knowledge and, despite its claims of accepting plurality; there is a danger of marginalizing or co-opting traditional knowledge to the detriment of communities who depend on the land for their survival. Mainstream development has tended to marginalize indigenous knowledge and cultural practices introducing power relations between these the foreign and the local development perspectives. Attempts to use participatory and bottom-up approaches to capture the local contexts seem to have failed to balance power between these two perspectives has often resulted into distortion because of the politically dominant western agendas perpetuated by development agencies (Sillitoe and Marzano, 2009).

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

with all its elements, can be a powerful community development tool. What is needed is more empirical research to demonstrate the relationship between culture and development and to show the real impacts of development through the application of indigenous knowledge and practices

The Potential of Culture as a Community Development Tool

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

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

CONCLUSION

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

Indigenous people of Indonesia mostly live in rural environment which are rich in natural resources such water, minerals, oils, natural gas and

land. They use all the natural resources for living and keep it in balance as they relies their livelihood to the nature. Therefore, this deep appreciation of the environment and its underlying processes which forms the foundation of values they passed down to the younger generation. This knowledge is passed down from generation to generation which usually by word of mouth (verbally) and through cultural rituals. It has been the basis for agriculture, food preparation, health care, education, conservation and the wide range of other activities that sustain societies in many parts of the world. In other words, indigenous knowledge is the heart of a civilization itself.

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AN EXPEDITION TO QUALITY EDUCATION

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ABSTRACT

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

Keywords : quality education

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

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

METHODS

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

Educational Context and Challenges

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

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

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

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

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

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

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

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

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

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

Figure 1 MSU Research Outputs
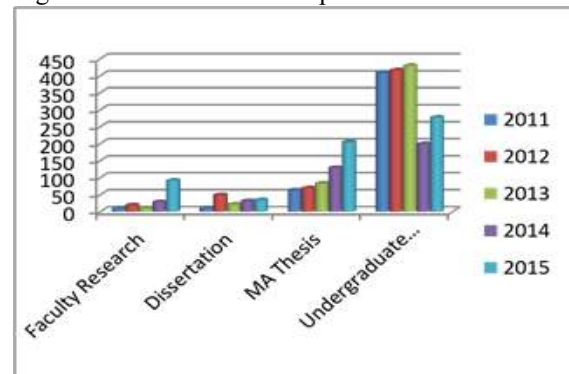
Source: MSU Annual Report 2015

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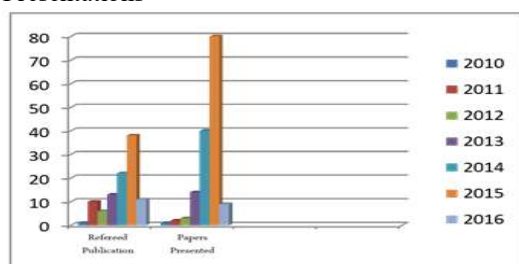
Source: MSU Research Center

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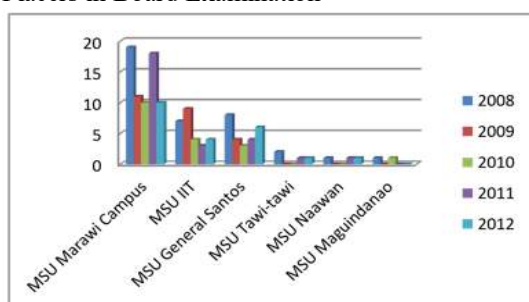
Source: MSU Annual Report 2012

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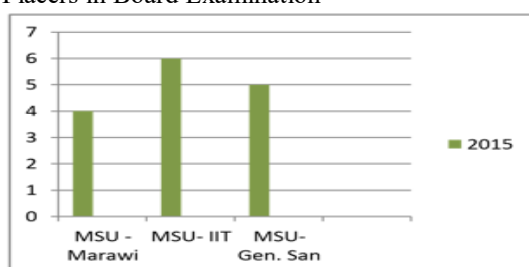
Source: MSU Annual Report 2015

Table 1 MSU Linkages and Partnership

Name of Agency	Nature of Linkage
A. International	
1. USAID 2. PEACE TECH. INC. 3. Legal Aid Clinic in Consortium with the United States Govt.	DONATION
4. Social Work Education Project Sponsored by Catholic University of America in 5. Cooperation with Phil. Based Institutions Service on Line	FUNDING SOURCE ACADEMIC COOPERATION
B. National (23 Agencies)	
7 Agencies (e.g. DOST, CHED, PAG-ASA, PHILRICE etc.)	FUNDING SOURCE
16 Agencies (e.g. CPA Review Center, TESDA, etc.)	ACADEMIC COOPERATION
C. Local (20 agencies)	
8 Agencies	FUNDING SOURCE
8 Agencies	ACADEMIC COOPERATION
4 Agencies	DONATION
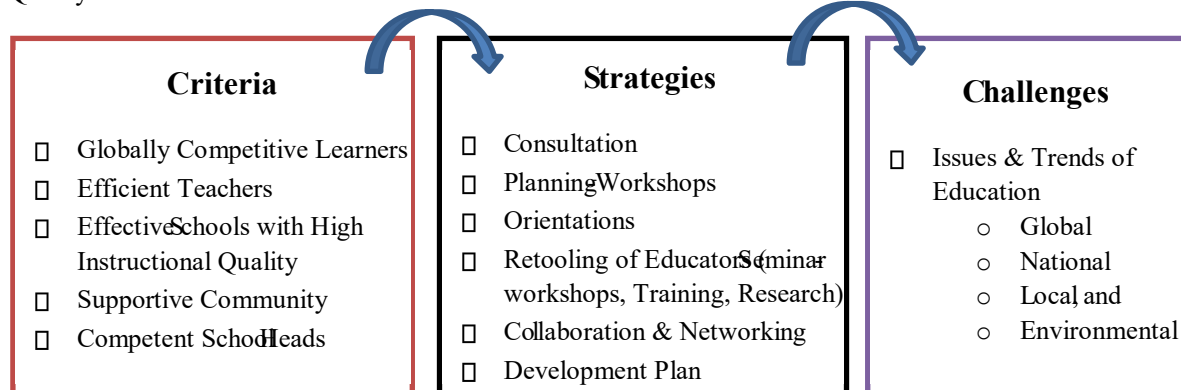
Source: MSU Annual Report 2012

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

Quality Education Framework

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

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

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

Proposed Model for Attaining Quality Education and Training

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

Figure 5 Valdez- AQET Model

CONCLUSION

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

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ABSTRACT

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

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

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

Efforts by the government to promote education seen through Act No. 20 of 2003 on the national education system. This law mandates that major reforms in the education system today. Given the importance of mastering competencies gasoline fuel injection system for learners in vocational life, have been issued Graduates Competency Standards (SKL) by the government through Permendiknas no. 23, 2006 as a continuation of Act No. 20 of 2003. With Permendiknas 23 in 2006, it is expected of teachers in the classroom learning can use two methods or strategies are able to

involve students actively in which learning tailored to the stage of development of student thinking, so that the learning techniques motorcycle engine maintenance, especially on the subject of gasoline injection system, will have a positive impact on the improvement of student achievement. Learning machine maintenance, especially on the subject of gasoline fuel injection systems cannot be separated from the availability of facilities, learning media and the selection of appropriate teaching materials by teachers. The ingredients in this case related to media lab (Motorcycles), then media learning is a means of support in doing practical work, while the teaching materials is an important thing that must be mastered by educators who will support students' learning activities. One of the teaching materials that can be used to support the activities of student learning is the module. The module is a process of learning about a given subject unit is arranged in a systematic, operational, and targeted for use by students, accompanied by their use guidelines for teachers (Tyas, 2012). In addition, the module can be defined as a unit of teaching and learning program smallest detailed outline: instructional objectives to be achieved, a topic that will be used as the base of the learning process, and basic materials to be studied, the position and function modules, the role of the teacher in the process

learning, tools and resources used, learning activities to be performed by students in three consecutive, worksheets filled out by students and program evaluation will be carried out (Setyosari, 1990: 7).

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

Based on observations and the observations made at SMK Balung Jember Technology on the subject of gasoline fuel injection systems that are taught on the subjects of machine maintenance XII Motorcycle Engineering students in particular about the diagnosis of engine trouble. Researchers found that students of class XII's Motorcycle Engineering for a better understanding of the diagnosis engine only on one type of vehicle brands only. This is due to media lab that there was only one kind of brand alone. So to handle that type of motorcycle or vehicle that different students feel difficulties. But according to the head of the Department of Mechanical Motorcycles, school parties, in fact, have an FI Diagnostic Tool that can be used for Yamaha vehicles, but the device cannot be used, because there is any media lab (motorcycles with this type of Yamaha). During this learning disorder diagnosis injection system for vehicles Yamaha

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

METHODS

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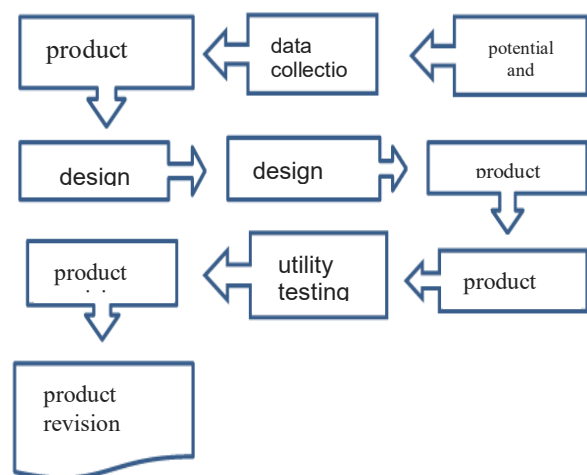
Figure 1 Step-by-step development of research Research and Development (R & D) by Sugiyono (2009)

After finding the problem, it is necessary to collect information that can be used as a material planning for certain products are expected to tackle the issue (Sugiyono: 2013). The information needed

is: (1) the suitability of the syllabus and subjects KI KD Maintenance Engineering. (2) Formulation of the development goals of teaching materials. (3) The lattice material. (4) Lattice Sheet Practical/Job Sheet. (5) The assessment criteria. There are several types of data collection techniques including written tests, observation, interviews, questionnaires, documentation, and survey. From some of the data collection techniques, the instrument used in the research and development of this learning module in the form of free interviews and questionnaires that are semi-enclosed.

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

RESULTS AND DISCUSSION

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

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

The results of expert assessment of media

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

Table 1 Results of Value of Media Expert Assessment

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

b. Chapter / Section	100	valid
c. Map or chart	75	valid
d. Order and systematic arrangement	75	enough Valid
e. Placement of text, illustration, image	75	enough Valid
f. Titles / subtitles	100	valid
g. paragraph	100	valid
average	**88,11**	**Valid**

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

Table 2 Results of the assessment of the validator

Aspect	P (%)	Qualification
Quality Materials		
a. Relevance to the syllabus	100	valid
b. The relevance of the material to the learning objectives	87.5	valid
c. completeness of the materials	87.5	valid
d. clarity material	87.5	valid
e. material	87.5	valid
f. evaluation of material	87.5	valid
g. Accuracy of competence	87.5	valid
h. truth material	87.5	valid
i. Degree of difficulty	75	enough Valid
j. the depth of material	75	enough Valid
k. Ease of application	87.5	enough Valid
expediency material		
a. Help in learning	100	valid
b. facilitate understanding	100	valid
c. Provide a focus	87.5	valid
d. Improving knowledge	100	valid
e. Referring to the self-learning	87.5	valid

activities		
f. improves the competence expediency material	100	valid
average	**89,71**	**Valid**

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

Table 3 results of a pilot study group

Aspect	P (%)	Qualification
1. I am pleased to learn the modules	89	Valid
2. Module I use interesting	88	Valid
3. The material presented is easy to understand	87	Valid
4. The size and shape of the letters in this module can be read clearly	92	Valid
5. The pictures that I read in an interesting module	88	Valid
6. I easily carry and read this module	84	Valid
7. I helped with this module when studying in class	86	Valid
8. I am interested in understanding	89	Valid
I'm easy to follow step by step the course of the use of modules	91	Valid
10. I more easily understand the material when using modules	89	Valid
11. I am happy when learning using injection system maintenance module	88	Valid
12. I am pleased to learn this used	86	Valid
13. My concern increased when studying the use of the modules FI Diagnostic Tool	86	Valid
average	**90,92**	**Valid**

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

use as a medium of learning in the maintenance of competence fuel injection system.

Discussion

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

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

CONCLUSION

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

Maintenance module generates research results Petrol Injection System Using Diagnostic Tool FI module quality with the details as follows: (1) on the validation results showed media expert feasibility level module of 88.11%; (2) on the validation results showed both material experts feasibility level module of 89.71%; and the results of large-scale trials showed the feasibility level of 90.92% module. It can be concluded that the products Gasoline

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PIONEERING TOWARD AN INTEGRATION OF LEADERSHIP: SERVANT AND INSTRUCTIONAL LEADERSHIP

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ABSTRACT

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

Keywords: servant leadership, instructional leadership, school.

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

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

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

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

The existence of this leadership model was seen in accord with educational enthusiasm in Indonesia which filled of philosophy in giving role model, initiative

and encouraging for building high quality human resources, that is whole school component was marked by improvement in achievement, teacher performance and teaching staff. Traditional view concerning organization which used to be pyramid ways of thinking showed position of leader at the top of the pyramid and subordinate or follower at the bottom of this structure. But it would change through contemporary leadership model servant leadership which reverse this pyramid and leader would be at the bottom to support organization and take responsibility by focusing to his followers.

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

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

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

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

performance improvement and impacted the organization performance.

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

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

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

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

Ideas of servant leadership has direct use toward behavior that nurture individual development within organization through listening, emphatizing, taking care and awareness to developed follower in ethical manner, thinking and encouraging good

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

Greenleaf (1977) identify several key attributes from this servant leader, such as: initiative, listening and comprehending, imaginative, ability to attract, support and empathize, intuitional, future oriented, aware and understanding, have the ability to persuade, conceptualization ability, to heal and to serve also ability to build community. Characteristic that became the soul of servant leadership used by Greenleaf in his development keep evolving to applied in organization by focusing its energy toward growth and achievement of employee's aspiration.

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

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

to work effectiveness and achievement of organization's goals.

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

Russel and Stone (2002) functionally identified several aspect from servant leadership, those were: vision, honesty, integrity, trust, service, model, pioneer, respecting others, empowerment. This could be outlined as follows:
1. Vision, is an ideal and unique future description which build from formulation as an effort to see the need and achivement for the future. Leader should possess the ability to communicate this vision not only in verbal manner but also integrated within observable behavior and consistent *manner*.
2. Honesty and integrity*,* as a whole and describe good leadership character also related with moral content ethics. Honest and integrated leader could act as description of good leader with credibility (trustworthy, have good habit, value driven, show some character and competent) would raise trust and commitment from his followers.
3. Trust*,* is the root of leadershp as a significant factor that influence relationship between leader and member or followers, leadership would become effective and productive. A leader should paid attention toward effort in demonstrating or showed personal integrity in organizational task and his loyalty to build trust of his followers, and having competence through knowledge and skill possesiveness.
4. Service*,* is the basic motivation of a leader with the desire to serve and choose to ignore his personal interest. Leader who serve would meet the necessary resources to achieve success or organization's goals and give meaning toward work. Therefore, the work to caretaking is a basic part of service and this was done by member of organization and leader.
5. Model, is a visible form and shown as the example or role model of a leader which is an important element of *servant leadership*. Leader who serve would attract his

followers into commitment, dedication, discipline and excellency. Leader expected to show visible behavior through his interaction with his followers.

6. Pioneer, positioning demend for leader to become initiator and remarkable agent of change, able to take good decision, ready to take the risk, ready to face challenges, also showing courage. Influencing and persuasive in servant leadership was initiated from wisdom enthusiasm shared by leader and trying to reach mutual development and comprehension, thus member would voluntarily follow due to influenced and convinced.

7. Appreciating others, is a compulsory requirement that should be done by leader to show appreciation, value and encouragement also care toward his followers. Listening and encouraging as compulsory part of a leader carry the essence of caring and become useful for others. A good leader is a leader who was ready to "ask, pay attention, listen" also always ready to "encourage, communicate, supporting".

8. Empowerment, is the main element of leadership excellency particularly in servant leadership. Empowerment has emphasize team work and reflect mutual caring and equality. Teaching and delegating in empowering has positioned leader's role to learn and then to teach principles and values that would make his followers able to lead. Then, leader who delegate would show some sharing responsibility with the essence to give opportunities for his followers so that they could do their best, other than that, delegating task would also showed authority sharing activities, however it did not relesase the existence of a leader.

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

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

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

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

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

1. Give lots of attention toward academic aspects, means that school principal has the capability to academically manage the learning activities.

2. Implement instructional supervision, means that school principal consistently conduct monitoring and try to improve learning activities through counseling and motivating efforts.

3. Evaluating teacher performance, which means school principal always conduct teacher's performance improvement through evaluation.

4. Implement staff development, which means school principal always give the opportunities for teaching staff and educational staff to improve their knowledge, also give them training room to improve their skill.

5. Build and encourage cooperative decision making, which means that school principal alwas create democratic ambience in school environment and giving opportunities by creating liberal situation to communicate

their opinion, even whole school components would actively involved in giving suggestion or input, so that every effort to improve school service can be discussed together and decided unanimously.

6. Determine evaluation system for student's studies, which means there was clear arrangement which act as reference point for student's studies evaluation to obtain the expected achievement.

7. Determine assessment standard for curriculum effectiveness, which means that learning program would be balanced with curriculum according to the valid national standard and requirement.

8. Providing learning sources needed by teachers and students, which means facilities provision to support activities in order to achieve effective learning.

9. Determine set of learning success source, which means there was predetermined achievement standard to conduct improvement for the advancement and improvement of teacher's performance and student's achievement.

10. Conduct function as effective learning manager, which means that having the ability to manage all resources possessed by organization to pursuit the goals in improving student's achievement, teacher's and staff's performance also organization performance as a whole.

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

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

1. School principal socialize and ingrain the content and meaning of vision of school. Principal should also capable in build habits of sharing opinion regarding formulation of vision and mission of school, and would try to maintain that vision and mission of the school has been agreed to by all school's member and carrying its implementation.

2. School principal would involve stakeholders in school management (participatory management). School principal would involve stakeholder in decision making and in school's operational activities accord with the ability and valid juridical limitation.

3. School principal would give support toward learning, such as supporting instruction that focused on learning interest of students would become the priority.

4. School principal conduct monitoring toward teaching and learning process so that they would understand better and realize what was happening inside their school.

5. School principal would act as facilitator so that in many ways could found out the difficulties in learning and able to help teacher in dealing with this difficulties.

6. Creating learning school climate by having these behavior: empowering school citizen as much as possible, facilitating school citizen to learn and re-learning, to encourage independence of each school citizen, giving authority and responsibility toward school citizen, encouraging school citizen for accountability toward process and outcome, encouraging teamwork (cohesive, smart, dynamic, harmony and agile toward the main customer, which is students), persuade school citizen to make the school focused on student's service, always ask school citizen to be ready and friendly in facing change, ask school citizen to think systematically, ask school citizen to commit toward quality excellence and ask school citizen to conduct sustainable improvement.

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

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

2. Implementing accountable responsibility:a) Build learning community in

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

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

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

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

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

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

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

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

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

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

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

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

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

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

True leadership such as servant leadership has philosophical content with

basic motivation to help others (Hughes, Ginnett and Curphy, 2009 in Yenming, 2012) and instructional leadership that has been developed since long ago cannot be separated from realization that there is the need for human to help and to serve. School principal as educational leader function to realize harmonic human relation in order to build and develop cooperation between personnel, so that they would cohesively move toward goal achievement through their willingness in doing their own job effectively and efficiently (Nawawi, 1982). This was in accord with the spirit and content met within instructional leadership, wheres school principal positioned as leader with ability to empower school citizen and build learning community of school citizen along with team cooperation, encouraging independence, excellence and high performance.

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

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

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

CONCLUSION

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

The existence of leader which based on belief that organization would be effective and able to reach its goals while facilitating growth and development of each individual within organization has become the stimulant spirit for a leader that apply servant leadership along with instructional leadership.

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

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

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ABSTRACT

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

Keywords: deaf, internships, skills vocasional

People with disabilities are deaf basically have a normal level of ability that there are even more. With such conditions also impact positively on the ability and development in the area of skills in have.According to Ponijo (2013: 6) .lose hearing ability can be classified into several types, namely:

• Not being able to hear is a condition in which children lose hearing ability either be permanent or temporary, which could affect performance learning outcomes. For heavy damage will cause the loss of the ability to process linguistic information obtained through hearing.

• Deafness is the loss of hearing ability in nature that is very heavy. This condition influence show learning outcomes.

• Difficulty hearing is the inability to hear or egregious but not including deafness category.

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

Optimizing the potential that could be developed in children with hearing this, the teacher provide the education needed for their life later.Education suitable for a child's life are the future of vocational education or life skills (life skills) .Educational life skills in the form of a learning skills.Administration in the subjects of skills can help children to improve creativity and hone memory, intelligence sourced from sight and motor are normal (Aspuriyah, E-Jupekhu, Volume 1, No. 1, January 2013: 516) skills development of vocational for persons with disabilities there are several programs start must be made, namely (a) provide training and guidance for developing positive habits, attitudes and work values in everyday life, (b) provide training and guidance to establish and maintain relationships within the family, society, and the workplace, (c) provide guidance and awareness of alternative jobs, (d) provide training oriented to the world of work are realistic as producers and as consumers, (e) provide vocational training are evident in everyday life (Suparno, Haryanto and Edi Purwanto, journal of Special Education, Vol 5,

No.2,November2009:13)

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

A number of issues related to the implementation of the internship program that must be addressed about the academic aspects, among others, include the establishment of interest-purpose learning, assessment, accreditation and administrative

aspects. Internship program execution system that is still not effective due to the lack of coordination among blame groups are involved, less tersturktur, less selective, and unplanned. The internship program in the world of work in exceptional education is still not implemented either by the school is lacking. This will provide a less favorable impact for the improvement of skills for students.,Formulation of the problem

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

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

METHOD

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

This study uses qualitative research, so this study using students as a sample. Samples taken are children deaf class XII in SLB ABCD YSD Polokarto, Sukoharjo with a sample of 5 students

This study uses the data in the form of observational techniques data collection with sheets observation, interviews with teachers and owner of the world industry as an observer and record interviews and observations as a documentation materials. Data analysis method used is to describe all the results of observations, interviews, supported by the results of observations can be described documentation .For the observation sheet, whereas for interviews can be described on the sheet on interviews with the teacher and the observer. (Business owners)

RESULTS AND DISCUSSION

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

Meanwhile, according to Hallahan & Kaufman (1991) a deaf person is someone who lose the ability to hear that inhibit the process of language through hearing information, either wear or not wear hearing aids. While someone less heard was someone who usually go with the use of hearing aids, hearing the rest of it is quite possible the success of the process of language through hearing information.

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

Vocational skills (life skills)

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

(prevacasional skills), Dwi Atmono (2008: 53)

According Soemantri (2012) revealed that the purpose of life skills education are as follows:
1. Presenting the ability to communicate using a variety of techniques appropriate for learners.
2. Develop an attitude and behavior that was appropriate for the present and future needs
3. Develop the ability to help themselves and life skills so that each learner is able to be independent.
4. Expand the knowledge and awareness of students about the resources in the community.
5. Develop academic skills that will support the independence of each learner.
6. Develop skills prevokasional by facilitating job training and experience in the community.
7. Develop skills to take advantage of leisure time and recreation
8. Develop problem-solving skills to help learners make decisions.
Vocational education is very suitable for the children's skills development deaf.Education These skills include basic level, skilled levels and the level of skills that will be developed adept.Deaf type children handed over to the education unit in accordance with their interests, potential, abilities and needs of learners and the educational unit. The competence of learning these skills is to make the work of diligence and competence base. Make a craft works in accordance with the local income, while the indicator according to the type of craft and skill that will be created. (Aspuriyah, E-JUPEKhu, Vol.1 No. 1, January 2013: 516).

Internship companies

Internship or field work practice is a form of education and training that will form the competence of learners. Since 2010 the Ministry of Education and Culture has been implementing a program aligning education with the world of industry. The lack selarasan between education and the world of industry is based on several factors. There are nine factors that can be used as a solution such cooperation, namely:
1. The ability of teachers in hard skills and soft skills.
2. Teaching methods are still traditional
3. Lack of facilities and infrastructure, especially the practice facilities and

equipment are still lacking one of the obstacles.

4. Mismatch curriculum. Mentioned that the results of the survey conducted, formal education has not been fully provided supplies for graduates to be able to work according to their expertise. Expected Dudi (the Industry) can participate in the preparation of the curriculum so that the results obtained are in conformity with the required

5. Lack of information DUDI for education. During this feels there is a gap anatara education with the world of industry, the world of industry is expected to be able to provide opportunities for students to intern in the industry as a learning material and as a job information required for their learners.

6. Lack chance magang.Sistem teaching is still a lot to focus on theories that led to the lack of knowledge of students to the real working world. Cooperation with the world of industry provides an opportunity to students for internships will be the balance between theory obtained at dunai education to be applied to the world of industry.

7. Career Guidance. Many job seekers are not aware of career guidance services that have been provided by the Ministry of Manpower and Transmigration and Manpower Office

8. Lack of Entrepreneurship. Characters to be more interested in looking for jobs rather than create jobs be one factor the emergence of a lot of unemployment.

9. Lack of soft skills soft skills possessed lulusan.Rendahnya graduates to be the cause of graduates can not meet the challenges that exist in the world kerja.Kelemahan graduates in fields such soft skills, motivation, communication, hard work and self-confidence. (Musleh, jurnal management and business, Vol 14, No. 01, April 2014: 65)

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

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

The expertise developed in vocational skills with apprentice models

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

Basically soft skill that is developed both in America and in Europe the State-states have the common lot. To the authors would refer to softskill be developed in the United States with a simpler reason the capability to be developed. The author will make the observation sheet in the form of a check list that will be used to know the development of soft skills abilities of children in the process of apprenticeship. In this assessment using a scale of one to one hundred votes as votes work ethic standards mone value, as proposed by the Working Group SMK Independent, Mr Harianto, SE. The grading scale is as follows: 80-100 category A (Excellent) with a weight value of 4, grades 70-79 category B (good) and weighs 3, Value 60-69 category C (quite

good) with a weight of 2, the value of 50 -59 category D (poor) with a weight value of 1 dn grades 00-49 category E (not good) with a weight 0

Ability observation sheet Soft Skill

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

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

	Student Name	Initial Value	Final Value	Percentage
1	JK	67	71	3.8 %
2	HR	65	70	4.6 %
3	WHY	66	69	2.9 %
4	DV	62	64	1.9 %
5	HG	64	68	3.8 %
	Rate			3.4 %

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

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

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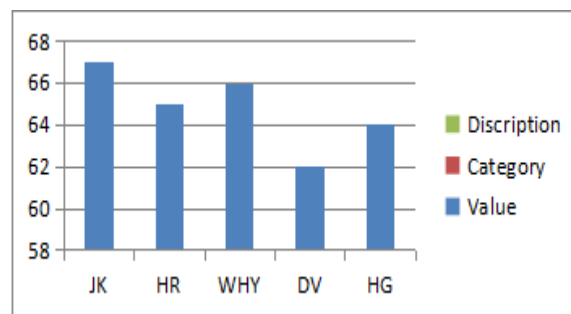
Capabilities beginning Deaf children's skills

No	Student	Values	Category	Discription
1	JK	71	B	Good
2	HR	70	B	Good
3	WHY	63	C	Enough
4	DV	64	C	Enough
5	HG	68	C	Enough

class XII SLB ABCD YSD Polokarto
Data end ability deaf children's skills class XII SLB ABCD YSD Polokarto
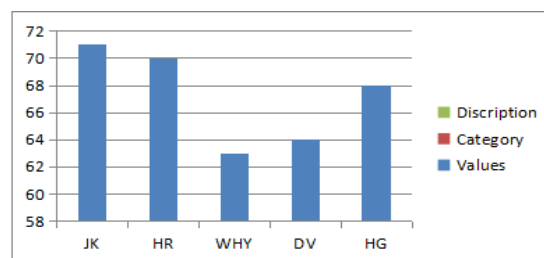
Graph 2. Ability Final Deaf children's skills class XII SLB ABCD YSD Polokarto

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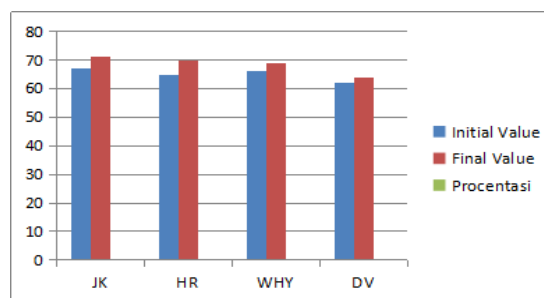
Garafik 3 Comparison Values early Skills and Skills End Kids Tunarunggu SLB ABCD YSD Polokarto

Discussion

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

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

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

CONCLUSION & RECOMMENDATION
Conclusion

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

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

Recommendation

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

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

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ABSTRACT

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

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

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

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

Secondly, in education sector; in Batu, Most of the hotel servicers are graduated from Hotel Accommodation Major of Vocational High School. It showed from the identity data of hotel servicers in their requirements employee accepted in Purnama Hotel. Meanwhile, the hotel requires the recommended students from the certain hotel accommodation major in the provided vocational high school there. It held to avoid the unprofessional hotel servicers in serving the guests who need a good service as well. Also, it aids the hotel industry easier to recruit the hotel servicers in developing the quality of its hotel service. The main reason why the hotel servicers graduated from hotel accommodation major of vocational high school is primary is because the students are experienced in the hotel service, and they have hospitality skill which engaged by learning English especially in speaking context as their English communication practice or simulation before heading to the field.

Aroused by the interest and demands to find out the answer on how the hotel servicers are implementing their English communication with their international guests. The fact showed the implementation of English communication in teaching speaking of the hotel accommodation students, such as; (1) the students obtained the English learning related to hotel world without guidance from the teacher as well, (2) the students are lacking of the confidence for speaking, (3) the students need more the practice not only with their friend but also with the non-domestic guests in the

speaking classroom. Actually, to develop English communication in the speaking class of hotel accommodation major, the students demanded to use and acquire the English as well as their daily language. Giving much opportunity for practicing the use of language like vocabulary and common expression as the hotel situation toward the students is the one of manner to know the students ability in oral communication nor written. And also to find out the gap between the input and the training in the school with the students' need in real work situation. This point can be seen in the following discussion.

METHOD

In this study the method used is qualitative research with case study as the design. The methodology of case study used to extent the emerging issues in the social life allowed as the research process. Case study is one of the qualitative research methods used to study in-depth a unit of a person, a family, a social group, a social institution, or a community for the purpose of understanding the life cycle or an important part of the life cycle of the unit (Latief, 2015). This approach pointed that the researchers helped to explore the case in the circumstance as the problem issues will be solved. Also, to develop the emerged theory around based on the research conducted by the researchers. The relation between case study and history requires special attention; Case study methodology is developed within the social sciences (Johansson, 2003). It emphasized the importance of case study methods is useful as convenient research design for researching this case. So, it used to investigate the gap between the emerged case of the subject and the history of the real circumstance tends to diminish. This study took in two places in Purnama Hotel Batu and in Hotel Accommodation Major of SMKN 1 Batu (a state vocational high school in Batu). The data of the study was the hotel servicers who are graduated from SMKN 1 Batu and HRD of Purnama Hotel Batu, and the teacher who taught English subject and the students in Hotel accommodation major.

The data for this study was drawn by three means: First is doing observation within Purnama Hotel of Batu and SMKN 01 of Batu. Second is an interview with the HRD of Purnama Hotel and its servicers, and the third is an interview with the teacher and the students at Hotel Accomodation Major of SMKN 01 Batu. Fontana and Frey (2000) identify interviews as the most common and powerful ways that people try to understand their fellow human

being. It means that interview is the appropriate way for getting the source of data collected from the certain interviewees accurately.

The participant of the observation was also employed as a complementary approach for data collection. Observation used to collect data in qualitative research does not simply require the use of visual sense; it requires the use of all our senses in order to accurately perceive the whole picture (Latief, 2015). The researcher observe the natural settings are studied directly along with their behavior and word constructed as the background knowledge of their data which will put on their paper context. The total length of observation is 7 days. Thereby, the use of observation and interview within data collection is primary option for this study at all.

RESULTS AND DISCUSSION

The findings are the result of observation of the hotel servicer's implementation of English communication in Hotel and the result of observation in Hotel accommodation major of Vocational High School. The Findings indicate that the hotel servicers that are graduated from the major of hotel accommodation of vocational high school faced some conflict in work situations such as avoiding talking with non-domestic tourist, misunderstanding with the tourist talk, and speaking with the non-domestic tourist only by gesture. It also shows that there is a correlation between the servicers' conflict in real work situation and the input and training in the school.

Avoiding talking to non-domestic tourist

Servicers have to work with non-domestic guest from varied countries. It demands them to be able to communicate in English as an international language. Some servicers are chosen to avoid talking to non-domestic guest and asking the senior to help. Based on the result of interview, the reason of avoiding is because they are unconfident to face the non-domestic guest. They are less of English practice in treating the guests when they were in the school. The result of interview with the servicers in hotel in line with the result of observation and interview in the school, the training for hotel accommodation students is held only once in the last of the sixth semester. The students will be assigned in a hotel as a servicer and practiced what they have learned before. For daily training is held in classroom while teaching and learning process, but based on the result of the interview with the students, the daily training is only used Indonesian language not in English. Both of findings show that the lack of training will affect the students' future practice in real work situation. Feeling anxiety, nervous and unconfident to meet non-domestic guest will come.

Misunderstanding with the tourist talk

Conflict and incident cannot be avoided because the servicers are misunderstanding with the guest talk. E.g. the guest gets mad because of the servicer taken the different menu than the request, and the supervisor or the senior has to come to the guest for apologize. The result of the interview shows that the indicator of misunderstanding is the servicers do not master yet the vocabularies about hotel. The finding in hotel has a correlation with the material given by the school. The material given for English teaching is taken from the same book that used as the resource for English teaching for the entire major. The students' interview result also shows that the material given is not specific for Hotel accommodation major especially, but its general English. Here, the narrow of resources in teaching is influence the students in mastering the knowledge about hotel and environment.

Using gesture only

Communicating to non-domestic guest sometimes cannot be avoided. The way to communicate is only by gestures. E.g. the guest asking for the location of the restaurant, the servicer will explain to the guest using their hand without producing any words. The indicator of this phenomena is also because of the servicer is difficult to produce the utterances in English because of not mastered yet the vocabularies about hotel and the environment.

The difficulty in mastering the vocabularies is also faced by the students in hotel accommodation major. Based on the result of the interview with the students, English is difficult subject to be mastered because the vocabularies used are hard to be remembered. The finding of observation also shows that there is no interesting media that used by the teacher to help the students easier to involve into the material and easier to remember the English vocabularies.

Implication for English teaching in Hotel Accommodation Major of Vocational High School.

The findings of this research have generated some implication for English Teaching in Hotel Accommodation Major of Vocational High School, and in improving communicative competence. And it is summarized in following points:

Students' Need Analysis

Needs analysis focused on the needs of the learners and the techniques of achieving specific teaching objective. Liu (2011) stated

that needs analysis include all activities to used to collect information about your learners' learning needs-necessities, wants and lacks. Liu's statement indicates that need analysis is needed to do to know the students' need to be learned for their future.

Resource and Material

Enriching the resource of the material, not only based on the text book is necessary because text book are design, so that the format of all lessons is the same. It may lead to boredom as the same sequence of activities is followed day after day. And text book is "one size fits all". And a single set of materials cannot meet all the needs and interests of all the students. Teachers have to determine the material which included the rule English certainty, namely, language skill and component provided in teaching process as well related to the students need in the field. It can be focus on the hotel clarity in particularly. Those material used in teaching the hotel learners need standardized.

Method

Learning method is the principle of teaching for guiding teachers to conduct the learning activities in the classroom. Jain and Patel (2008) also stated that method is a process of planning, selecting, and getting the language materials and items that included in a part of teaching. As a teacher, they have to handle the classroom situation as well as the effective learning. Appropriate methods for learning are available for teachers to apply the material deal with the students and teachers need. Teachers may combine some of method when they conduct the teaching and learning process.

Media of Teaching

The using of media is necessarily important to give the students stimulus in increasing their interesting to the subject learning and to help the students are easier to understanding the materials. Robert (1991) stated that learning with media as a complementary process within which representation are constructed and procedures performed, sometimes by the learner and sometimes by the medium. Robert statement indicates that the used of media is necessary in teaching and learning process to engage the students into the material.

Training

There should be some consideration from educators about their ways and methods, or methodology in training and education. Approaches such as contextualizing the problem and applying theory to practice should be used. One common problem that is existing in the school is educators emphasize the content about preparing the students

to face the national examination (UN) instead of employers' demands and what learner need to succeed after graduation.

CONCLUSION

This study was conducted by the researchers to explore the emerged issues in the social life of hotel circumstance. All the result indicated that the hotel servicers faced some conflicts in the field such as avoiding talking to non-domestic tourist because the servicers feel anxiety, unconfident and nervous to face the guests; misunderstanding with the guest talk because the servicers do not master yet the vocabularies and some expression used in the hotel environment; using gesture only because of the difficulties for producing English in direct communication.

The whole result from this research, the report still has the weaknesses that should be completed by the future researcher. The weaknesses showed that the data taken is limit, lack of the students graduated from neither hotel accommodation interviewees nor the teacher of hotel accommodation major, and lack of the finding found in the school and in the hotel areas. This is a chance for the next researcher to find out the interviewee more than this study mentioned.

So as this study is still far from perfect. To fulfill the goals perfectly, the researchers suggest for the future researcher to conduct the research in the same topic and research question but doing in the different place, subject, workplace and object of research. Also for the teacher, it is important to press the students for much practicing the language used and the hospitality for serving the guests in the classroom activity. It is used to develop the students' ability for producing the English in oral communication nor written and to pay attention weather the materials have appropriate with the students need or not.

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MEDICINAL PLANT USAGE AMONG
SELECT MSU-MAIN CAMPUS MOTHERS

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ABSTRACT

Herbal plant usage is the most convenient, economical, and accessible forms of medicine. Aside from its convenient and economical value, herbal plant usage as medicine has no overdose and clinical side effects if not found to be toxic. This study investigated the extent usage of MSU-Campus Mothers on the different known herbal plants in the Philippines and even in other countries. The purpose of this study was just a survey on the extent usage of herbal plants among mothers living the university campus (MSU). Dosage, route of administration and preparation was not included in the scope of the study. Using convenient sampling and descriptive statistics, results revealed that the respondents were mostly ages between 41-45 years old, highest educational attainment of most mother is at secondary level, and receiving a gross monthly income ranging from P3501-4500. Statistically they have greatest extent in using medicinal plants. As to their extent of usage, they use the medicinal plants in treating headache, ulcers, menstrual flow, cough, rheumatism, sore throat, boils, sprains, fever, kidney problems, diabetes, eczema, abortion, and epilepsy, constipation, bleeding wounds, asthma, anemia and ringworm. As to the extent of educational knowledge about the chemical content of the plants they used, the respondents were not knowledgeable. Thus, it is recommended that proper training and education of the proper usage of herbal plants must be implemented by health agencies.

Keywords: herbal plant, medicinal usage, implication to education

Man as a unique creation of God is but a part of the universe. Like other living creatures, man has been provided with food, water and shelter around his habitat. Eco- friendly tribal collect their food, fuel, fodder, housing material and herbal medicine from the forests where they live (Kurian, 2010).

Pelletier (2009) mentioned that herbal remedies have been used for thousands of years. Today an estimated one-third of adult Americans—some 60 million people—use herbal medicines each year, spending more than $3.2 billion on them. In the rest of the world, approximately 64 percent of the population relies on herbal medicines. Despite their overwhelming popularity and long history, we know relatively little about the safety and effectiveness of herbal remedies. Scientific study should make these remedies far safer and more effective in the future. Global recognition of nature's green pharmacy should inspire individuals and nations to protect this extraordinary resource. Nature, God's wonderful creation, comes with a package for our health and healing happiness. The remedy for many of humanity's illness has been pre-dispensed in the lushly growing flora around us. If nature has it all, then our intake of poisonous drugs and chemicals could be sharply cut, if not totally shut (Kurian, 2010).

Rarely but sad we come across certain aberrations, and harmful chemicals are passed off as herbal. That's about us humans. In this sin-sick planet of ours, there is not vulnerable to diseases but then the remedy is right here in nature, either by way of prevention or in the form of cure (Medicinal Plant Usage, 2012).

It is sad to learn that modern man, with all his knowledge, is far from the perfect man created by a loving God. Life is often more suffered than enjoyed. Our life and our total being are under the care of God. However, it is good for everyone to accept the responsibility for one's own health and to live in a harmony with the laws of life.

This study will deal with the medicinal plant usage among selected Christian mothers living in MSU campus; specifically it surveyed the profile of the respondent, and extent have they used medicinal plants.

METHODS

This study was conducted at the Mindanao State University, Marawi City. The School was created under Republic Act 1387 as amended through authorship of Senator Domacao A. Alonto. It was formally organized with the induction into office of the University of the Philippines Vice President Antonio Isidro as the first President of the first Republic University of Southern Philippines (MSU Handbook, 2013)

The Mindanao State University is situated in the total land area of 1,000 hectares and was established on September 1, 1961. It formally opened its first class on June 13, 1962. It is located about four (4) kilometers from downtown Marawi and about forty (40) kilometers from Iligan City. It is known as the Melting Pot of the South because the students, staffs, faculties and administrators come from different places in the

country and a few from abroad. Mixed culture also exists in the campus ranging from Christians, Lumads and Muslims, who have different cultures but share common goal and that is to educated[2].
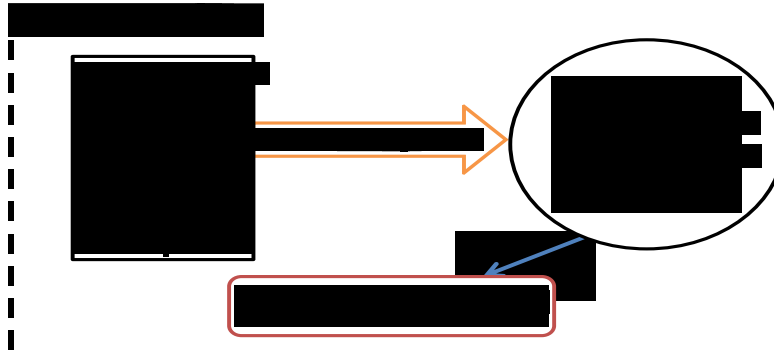
Today Mindanao State University has grown into a multi-campus, and six other autonomous campuses scattered in strategic locations in Mindanao. The campus occupies rolling hills, overlooking the blue and serene of Lake Lanao and Marawi City proper which is part of the province of Lanao del Sur (MSU Handbook, 2013).

This study made use of the descriptive method of research because it described the medicinal usage among select parents/family. Descriptive Method of research is defined as a method of wherein a thorough fact finding with adequate interpretation was done. This method supports [resent facts concerning the subject matter which involves description, recording, analyzing and interpretation of conditions that exists.

The subjects of this study were the Christian Mothers: the marker, based on counting there are 100 and more Christian mothers living at Mindanao State University- main campus.

The questionnaire was the main tool used for gathering data, comprised of 2 parts; respondent's profile for Part I and medicinal usage for Part II.The types of questions availed of were a combination of checklist and Likert scaling in the English Langauge.

The data were gathered from both primary and secondary sources: questionnaire for the former, and books, internet websites and unpublished theses found in the CBAA library for the latter.

The data gathered from the respondents were presented in a tabular form and analyzed using percentage and weighted mean. Analysis of data was based on the weighted mean listed in Table 1.

RESULTS AND DISCUSSIONS

Based on the gathered data and its analysis, results showed that the respondents age were mostly between 41-45 years old and receiving a gross monthly income ranging from P3501-4500 and they have greatest extent in using medicinal plants. Many (40%) of the respondents mothers highest educational attainment is at secondary level. Only few (25%) reach college. As to their medicinal usage, they usually use medicinal plants towards headache, ulcers, menstrual flow, cough, rheumatism, sore throat, boils, sprains, fever, kidney problems, diabetes, eczema, abortion, and epilepsy, constipation, bleeding wounds, asthma, anemia and ringworm.

Table 1 Weighted Mean for the Extent of Medicinal Usage

Range	Interpretation
3.28 – 4.03	Greatest Extent
2.52 – 3.27	Greater Extent
1.76 – 2.51	Less Extent
1.00 – 1.75	Not at All

Medicinal plants	Greatest Extent		Greater Extent		Less Extent		Not at All
	f	%	f	%	f	%	
Kalabo	19	95	1	5	0	0	-
Bayabas	14	70	4	20	2	10	-
Tubatuba	17	85	2	10	1	5	-
Asunting	12	60	5	25	3	15	-
Ampalaya	16	80	3	15	1	5	-
Malanggay	13	65	4	20	3	15	-
Aloe vera	18	90	2	10	0	0	-

Based on the data presented in Table 2, respondents has a Greater Extent in using Kalabo wherein (95%) of the respondents were using, (90%) using Aloe Vera, (10%) has a greater extent in using aloe vera, (80%) has a greatest extent in using amplaya, (15%) has a greater extent, (5%) for a less extent, (70%) has greatest extent in using the bayabas, (20%) has a greater extent, (10%) for a less extent, (85%0 has greatest extent in using tuba-tuba, (10%) has greater extent, (5%) for a less extent, (60%) has greatest

extent in using Asunting, (25%) has a greater extent, (15%) has a less extent, (65%) has a greatest extent in using Malunggay, (20%) ha a greater extent, and (15%) has a less extent.

According to Dr Zhang Qi (2014) herbal medicines include herbs, herbal materials, herbal preparations and finished herbal products that contain as active ingredients parts of plants, or other plant materials, or combinations. Throughout the ages people have turned for healing to herbal medicine, the sixth field of alternative medicine. All cultures have folk medicine traditions that include the use of plants and plant products. Many licensed drugs used today originated in the herbal traditions of various cultures, such as the medication commonly used for heart failure, digitalis, which is derived from foxglove. In the United States, herbal products may be marketed only as food supplements. Since they are not regulated by the Food and Drug Administration (FDA), there is no guarantee of their purity or safety. The World Health

Organization (WHO) estimates that 4 billion people, or 80 percent of the world's population, use herbal medicine for some aspect of primary health care (Blackman, 2009).

Besides their long use in preserving foods and enhancing food flavor, spices and herbs played important, sometimes magical, roles in medicine. Before the advent of industrially prepared medicines, herbal remedies were commonly prescribed and were often effective, as some practitioners are now rediscovering (Redmond, 2009).

CONCLUSION

Based on the findings of the study, it was concluded that Christian Mothers' living at MSU-Main Campus has a greatest extent in using medicinal plants. The most effective herbal medicine that they used is Kalabo while other medicinal plants are not effective and has a less extent of it's used due to not so effective in terms of healing. Therefore, despite of modern medicines that we have today, many individual or family are still using herbal plants as their immediate remedy for illness since they found it effective, more convenient to use and economical.

Valdez (2012) recommended in her study that indigenous knowledge should be continuously recognized through education especially in terms of medicinal usage. Indigenous education methods can response to enhancement of knowledge on herbal medicines.

Recalling the demographic profile of the respondents, all of them were undergone formal schooling even though many of them reach at secondary and elementary level only. Despite of

its formal education, still they tend to manage to use medicinal plants as their herbal remedies. Accordingly, their knowledge on herbal medicine was handed down from their ancestors and or told by friends and other well-experienced herbalist. However, in terms of dosage and chemical composition or therapeutic element of the medicinal plants they used, the respondents are not knowledgeable.

Pelletier (2009) emphasized that to ensure that one or any using botanical medicines safely and effectively, precautions must be necessary. He suggested the following precautions: a) Don't use herbal preparations to self-treat serious medical conditions or persistent symptoms; b) Don't give children herbal remedies without medical supervision. * Don't take herbal medicines if you are pregnant or a nursing mother; c) Tell your doctor about any herbal remedies you are taking, because herbs can interact with conventional drugs; d) Never take more than the recommended dosage of an herbal preparation. Stop taking the herbal immediately if you notice an adverse reaction, and report any negative reactions to the FDA Med-Watch line at (800) 332-1088; e) Purchase herbal preparations from reliable, trustworthy sources; f) When taking laboratory or drug tests, advise the person administering the test of any herbal preparations you are taking. These herbs can trigger false findings in tests for drug abuse and can invalidate routine lab tests.

Based on the precautions mentioned above, training, seminar and other formal/informal education about usage of herbal plants as medicine must be regularly conducted in order ensure safety and effectiveness of its use.

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INTEGRATION OF TECHNOLOGY IN LEARNING

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ABSTRACT

The study aims to examine the interactions between technologies in learning as a learning experience, in the context of the field of professional practice in undergraduate education technology. Our primary focus is the meaning and essence of the learning experience in the integration of technology in learning to support the development of professional expertise undergraduate education technology in the learning environment of academic and place work is very diverse. The underlying outlook is the changing nature of self, professional conduct, and the requirements for the practice of entry-level effective in the relevant professional field.

Keywords: technology integration, education technology professionals.

Department of Educational Technology (TEP), State University of Malang (UM) has integrated a variety of technology in learning. These impacts since the advent of the jargon of Information Technology and Telecommunications on all aspects of the higher education sector, already well recognized. Along with this, TEP UM has been concerned with improving graduate employment through the development of the attributes of students exceeded the required standards in the workplace. There has been an increasing emphasis on the achievement of these attributes through tighter integration between learning in the academic workplace. Learning profession TEP, putting professionalism that can be understood as learning that occurs in the workplace environment that is actually as practiced by Boud (2000). This condition is a trend that reflects and intensifying competition among universities globalizing and expanding market where space virtual learning into the main area. Fundamentally, the position of the university, to give the role and contribution, in the context of the emergence of the global knowledge economy, and the economic demands for new forms of professional skills required and supported by ICT (Grosjean, 2003; Pittinsky, 2003).

The integration of technology in the majors TEP UM has a process quite long. The integration of educational technology is not necessarily included in the TEP. Because historically TEP does not directly stand but rather originated from the fusion of the Department of Theory of History of Education, Department of Didactic Curriculum and Administration Department of Supervision of Education into the Department of schooling for a bachelor's degree (1969). On to bachelor

degree majors are not changed (Guidance Counseling Department, Department of History Theory of Education, Department of Educational Supervision Administration, Department of Didactic curriculum, and the Department of Social Education) 1971 .Tahun schooling Department was renamed the Department of General Education.Two years later (1973) Faculty of Education was given the job of Teachers' Training College as a pilot project for the implementation of the course with credit semester system. In that context the term majors replaced by the term Department. One of the department when it was the Department of Basic Education, which is the result of merging the Department of Education and the Department of History Theory of Didactic Curriculum. When education programs multistory introduced (1979) label the Department of Basic Education has been changed into the Department of Teacher Education SPG (PGSPG) and 1981 ongoing cooperation between FIP Teachers' Training College MALANG with the Directorate General of Primary and Secondary Education (Primary and Secondary Education) in the procurement of educational personnel non-teacher which will be placed in several regional offices in Indonesia and in the Directorate of Primary Education. Through this partnership the name of the Department of Teacher Education SPG back to the previous name of the Department of Basic Education.

The integration of technology in learning at TEP UM started to be taken into account. It's ejalan with provisions issued consortium in 1986 about the name change majors in FIP, majoring in Elementary Education turned into the Department of Curriculum and Educational Technology (KTP) with a course of Basic Education, courses Development Curriculum. 1987 based on the letter of the Director General of Higher Education, Department of Curriculum and Educational

Technology Educational Technology opens a new program. Thus, the Department of Curriculum and Educational Technology consists of two programs, namely, Basic Education and Educational Technology. Since 1996 by the Decree of Directorate General of Higher 246 / Dikti / Kep / 1996, the Department of Education Technology ditetapan become one of the Prodi held in the Malang Teachers' Training College. Then, in 2000 by virtue of the Directorate General of Higher Keputuisan 143 / Dikti / Kep / 2000, the Department of Education Technology established as one of the courses held at UM.

Specifications profession Educational Technology also changing. This is in line with the changes in the lecturers majoring KTP, focuses on two specifications of academic namely, Basic Education (KDS) and Technology Education (TEP) is characterized by an increase in resource quality lecturers through further studies on the ladder Stratas two (S2) and three strata (S3). The academic year 1997/1998 Department of KTP is believed to open Diploma courses Two (DII) Teacher Education Kindergarten (PGTK). Thus it seems clear that the majors KTP FIP Malang Teachers' Training College at that time managing Keprendidikan program Elementary and Technology Education, which further adds Diploma II program PGTK, academically is the culmination of pioneering forerunner to the establishment of Technology Department of Education and Department of Elementary and Preschool Education. Year 2000/2001 together with the establishment KSDP department, group of lecturers who are academically has been developed in the field of Basic Education, both S1 and DII PGSD choose majors KSDP, while lecturers who are academically developed in the field of Educational Technology at the Department of Educational Technology converge. Until now, the Department of Education Technology continues to evolve by managing the Technology Education program S1 and S2 / S3 Learning Technology.

Graduates Educational technology has a variety of professions. Educational technology is designed m enjadi center of excellence and reference in the preparation of educational technologist / learning, scientists are learning, educators who master information and communication technologies to facilitate learning and solving the problems of learning and education. More operational excellence be the emphasis of the design, development, utilization, management, evaluation and research process and learning resources and learning, so that the resulting concepts,

principles, design, theory, models, innovative creative problem-solving oriented learning potential development and empowerment of the nation's life in accordance with the conditions of education demands of the present and the future . in fact, many who jumped keprofesi engineering, banking and economy, defense and security sector and other professions. Therefore, it requires in-depth study of the integration of technology in learning.

DEVELOPMENT OF INTEGRATIVE MEDIA

TEP FIP UM has a vision m enjadi center of excellence and reference in the preparation of educational technologist / learning, scientists are learning, educators who master information and communication technologies to facilitate learning and solving the problems of learning and education. In a more operational excellence becomes the emphasis is the design, development, utilization, management, evaluation and research process and learning resources and learning, so that the resulting concepts, principles, design, theory, models, innovative creative problem-solving oriented learning potential development and empowerment of the life of the nation in accordance the condition of the education demands of the present and future in range 2015-2025

Department of Educational Technology Faculty of Education, University of Malang are : (1) m enyelenggarakan higher education to produce technologist education/learning, educators are superior and have high competitiveness, (2) carry out research and development in the field of educational technology/learning to produce work of academic excellence and became a reference, and (3) apply / utilize a variety of works in the field of technology education / learning to empower communities.

Lots of studies concerning the integration of technology in learning interrelated mutually related non--based learning profession , adult learning, and learning is directed to self / autonomous learning (Argyris and Schon, 1982; Schön, 1987; Marsick, 1987; Boud, 1989; boud and Walker, 2001). There is also debate the learning that suggests the competence, capabilities and domain expertise graduate entry level to professional practice. What appears to apply common though is the need to bring into alignment closer to two of the world that is of academic study and practice-based learning. Expressions Boud (1989) , concluded that the p eningkatan number of teachers and practitioners of all kinds realize that the polarity between the world of intellectual and the world practically is an absurdity that can no longer be supported in theory and that we can only go forward if we accept that thought and action fully to equip the two worlds.

What is the role of ICT in the vast domain of this concern teaching and learning? Some of the literature focuses on the use of simulation in an environment of higher education to supplement learning in the workplace (eg., Canyon & Podger, 2002; Cassidy, 2002; Segrave, 2003a, 2003b) works others have seen an authentic learning activities, work-oriented to enhance the professional capabilities, but it also has been done in the university environment (eg, Bennett, Harper & Hedberg, 2002; Herrington, Oliver & Reeves, 2003) . T ampaknya research studies focus less on direct linking ICT with learning experiences in the workplace. Cantor (1995) conducted a literature review on learning experience in higher education in which he discussed how to connect the classroom and the community for economic benefits. However, he did not explore the specific use of technology to facilitate the relationship, which shows, at that stage , S etidaknya, there is little substantive literature in the area.

TEP FIP UM is still at an embryonic stage to see and realize the potential of technology in creating and maintaining the ability of the student (Holt & Segrave, 2003). However, many researchdevelopments TEP FIP UM through a constructivist approach to learning with technology. Constructivism embodies attributes experiential approach to learning meaningful. Jonassen, Peck and Wilson (1999, p.201) so me believe i support an computers in the learning environment constructivist need to involve students in active learning, constructive, intentional, authentic and ko o pera tif . In addition, they suggest the role of technology as a learning experience include: 1) Technology as a tool to support the development of knowledge. 2) Technology as a vehicle to explore the knowledge information to support the Learn by Development. 3) Technology as a context to support the 'learning by doing'. 4) Technology as social media to support learning with communication. 5) Technology as an intellectual partner to support the 'learning by reflekstion' (Jonassen et al., 1999, p. 13).

Initiatives empirically this case study is very strategic, current characteristics of students also have many built by the organization's activities in the university. It should put a renewed focus on the development of significant expertise to find a method of learning that is relevant. Professional in producing graduates, and activities outside the campus, students aged mature has not practiced in the professional field, students today need to engage with a supportive learning environment

conceptions and practices that enable them to adapt and excel in the professional world have well-founded. This new educational development challenges of designing and working in the life that will come.

PHILOSOPHY THE ROLE OF TECHNOLOGY EDUCATION

Learning activities facilitated by scientific TEP has undergone a paradigm shift. Learning definition now cannot be connoted definition of learning 40 years ago when the definition of learning by AECT first developed. There is a heightened awareness of the difference between the retention of just information for the purpose of testing with the acquisition of knowledge, skills, and attitudes that are used for daily life. Learning is not separate from the environment. Learning that has the effectiveness and efficiency are learning to get support from the learning environment. Increased learning cannot ignore the arrangement of learning

One important element of the design study is to identify the tasks of learning through assessment methods to measure learning outcomes. The task of learning can be categorized according to various taxonomies. Such opinions Perkins (1992) that the type of the simplest of the study is the retention of information. In schools and colleges high, learning can be assessed through paper and pencil tests. Learning can combine computer-based multiple choice, matching, and test answers were shorter than the paper and pencil tests.

Facilitation of learning leads to the success of the learning objectives. The picture in particular is the learning goals of the cognitive can be exemplified not only includes understanding yet of how the learning environment can facilitate up to retention. So if the assessment activities that require paraphrase or problem solving can take advantage of the dimension of understanding. Development can be directed also the forms of assessment that is more challenging for designers, especially for technology and scientists TEP not only makes up for it but it should be evaluated. the purpose of learning is not as simple as the presentation, but more on the knowledge and skills applied in active use. to assess the learning needs situations real or simulated problem, something obviously challenging to facilitate learning.

PHILOSOPHY OF IMPROVED PERFORMANCE

Performance Improvement has a goal effectiveness and efficiency. The view to improving the performance cannot be produced by simply comparing a professional person with people who are not professionals in the working environment. First, in the context of this definition,

performance refers to the ability of learners to use and implement new capabilities acquired. Historically, technology education has always had a special commitment to the result, for example, is programmed learning (models, strategies, methods to the curriculum) is the first process that is labeled "educational technology." Examples of the other are learning materials that are programmed assessed by the extent to which users can do things. Although it looks aims to develop teaching materials, but the real purpose of improving conditions being trained or educated, and they are judged according to how well learners to work under these conditions. thus, the instructional materials to improve the performance strengthens learners not only the knowledge of the past but the ability to use. Second , in addition to helping learners have a better performance, tools and ideas TEP can help teachers and designers to become learners more good and they can help organizations achieve better learning. that is, TEP claim to have the power to increase productivity at the individual and organizational level.

Increasing performance in this definition is not intended to imply that the TEP includes any form of performance. As the scope of science related fields, namely Technology Human Performance. The general picture of science Technology Human Performance is there much and what kind of interventions that can be used in the workplace to improve performance, such as tool -tool, incentives, organizational changes, cognitive support, and job redesign. However Improved performance in TEP is improved performance through learning.

CONCLUSION

Reflecting on professional development TEP UM need reviewing to check the conditions of pedagogical during this by integrating technology in education. This study examines the integration of technology in learning as a study drafted by Holt (1995) and Thompson (1996). In concept believe that in the context of ICT in supporting learning pedagogy, learning experience to develop professional skills. So the condition is considered crucial for the future workplace will data and improve learning. Second-based learning professions and ICT will be used as a tradition of learning and practice of the concept of Live Based Learning which was launched by UM. Next results is to mempublikasikan ways in which the integration of technology in learning can expand and enhance the learning experience. Experience learned as a result of

integration of technology in bidang learning in the context of professional practice and through the perspective of students, lecturers involved in learning.

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EDUCATION VALUE IN KLIWON DIALOG IN THE JAVA THEATRICAL SCRIPT MELIK NGGENDHONG LALI BY UDYN UPEWE

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ABSTRACT

This study aims to determine the manners values implicit in script Melik Nggendhong Lali by Udyn Upewe especially in the Kliwon dialog. This research is a descriptive-qualitative research with document-analysis method. The data of this research is collected from the script of the drama Melik Nggendhong Lali. The technique used to collect the data is literature study which is conducted by recording documents or archive related to the problem and research objectives. The research proves that there are a few snippets of speech implies Kliwon figure or character value that can be learned and applied in public life.

Keywords: Value Education, Java Theatrical Script, Melik Nggendhong Lali

Literature as a work of art contains beauty and relevance to human life as a creator of art. Literary works created by their inner experience of the authors in the form of events or interesting social reality. That experience gave birth to the idea of imagination as outlined in written form. Through the use of languages that can be known characteristic of the authors, existing characters, theme, and the message contained therein. Each literary works created by authors had a goal each. Mandate contained can also bring benefits to the audience of literary works. It means something that is imaginative may occur in real life. Other people may experience the same event, as stated in the literature.

One imaginative literature is the drama or in the Java language can be called with 'sandiwara'. Saleh (1967:26-27) states that the term 'sandiwara' created by KGPAA. Mangkunegara VII, derived from the Javanese word 'sandhi' means secret and 'warah' which means doctrine. 'Sandiwara' means teaching conducted by a symbol. In this case the play can mean text drama or a drama show. According Sastroamidjojo (1964: 98), the word 'lakon' comes from Javanese 'laku' which is often revealed to be 'mlaku' or 'lumaku' which means way or walk. The word 'lakon' referring to the 'something is running' or 'an event or an everyday human life'. Semi (1993:156) in his book also argues that the drama is a human feeling in action in front of our eyes, which means the action of a feeling that underlies the whole drama. Furthermore he also said that the drama is a story or an imitation of human behavior are staged.

Drama has been defined as the experiencing and living of a concept, an idea, an event in daily life,or a behavior through the use of acting techniques, considering previous cognitive patterns in the education context(San, 1991).Drama can be said as a snapshot of real life. Author makes a drama script by lifting one of the problems that exist or of a royal histories. These problems can be taken from the author's personal experience as well as others, and also can create themselves. If conflict is contained in a drama can be felt by the audience, the drama should be presented with interesting language. Through the study of a drama, will be known accurately messages and content from the staged dramatizations. From that conclusion, can be correlated with the values of education that can provide good effect on the audience of the drama.

Drama studies or practices gives attendants the opportunity to examine various social roles and social problems. Animation of different social problems enables individuals to better understand the society and relationships in the society. During these interactions solutions for problems are also examined and attendants gain experience from studies towards problem solving (Önder, 1999). That mean, through the study of a drama we can gain the character value on it.

Ratna (2014:303) describes the character education related to behavior in everyday life, the moral behavior as a pattern of behavior, while ethics as a science.In plain manners visible when shaking hands, sincerity to do good, and so forth. In a drama, there are values of good manners for them if they want to appreciate it. In the drama, there are various kinds of character value that is very helpful. But these values are not delivered directly, but can be seen from the properties or even the dialogues of the characters. Spectators, by their own should be able to understand the values implicit in the character dialog. Therefore, in this paper will be explained about the character value of figure kliwon in the script *Melik Nggendhong Lali.*

METHOD

Forms of this research is descriptive qualitative using the content analysis strategy. Sources of data such as documents and records. Mechanical sampling in this research is purposive sampling, that is data collection of documents and records theatrical performances *Melik Nggendhong Lali* to support the research data. Data collection techniques in this research is the analysis of documents and records.

RESULTS AND DISCUSSION

Melik Nggendhong Lali's drama contain about the advice of a father to his son. Although the drama in the story further highlights the story of the social conflict between the child and his father, but in that story there is a dialogue that can be used as teaching moral education for the audience. Shobha and Kala said that education is meant not only to provide knowledge and information, but also to build character of human beings. Having a set of values and ideals, learners must be guided for self-development, so that values become a part of their character (2014).

Meaningful dialogue is delivered by using Java language, which is to provide moral education implied through dialogue or speech of the characters, that is from the figure of Kliwon. This can be proved from several excerpts of the dialogue of a drama. Snippets dialog figures that can be used as character education, as follows:

"Rama, putramu iki dudu awakmu. Aja kok iseni sirahku iki kanthi isining pikiranmu. Wis ben mlaku kayadene lakuning banyu kang tumuju!" (Father, your son is not you. Do not fill my head with the contents of your mind. Just let it go like the water flowing!)

Kliwon said the dialogue aims to advise Mbah Dar. In life we can not impose our will on others. Perhaps the best thing for us is not necessarily good for others. Times have changed, things that used to be considered good, at this age is not necessarily so. Let people do whatever they want as it does not harm others. For the audience, the dialogue can be an invitation to do not disturb each other and impose something to others. Because other people also have the right to be themselves without coercion from others.

"Iki jaman enthung mungsuh gangsir, akeh wong bingung ketlikung ra iso mikir. Ngalah... ngalah...! Kersaning Allah. Jamane jaman edan, ora edan nora keduman. Ha... ha... ha..... Ya'e..... ya'e..... ya'e.....!"(This is era cocoon opponent cricket, many people confuse the wrong direction can not think. Succumbing ... succumb ...! God's will. This is crazy era, not crazy can not part. Ha ... ha ... ha .... Ya'e ya'e ya'e ....!)

Dialog above means that at present, we can not tell which is right and which is wrong. We can only succumb to follow the development of the era. Maybe this is God's will that we can be more patient. At this time the good people do not necessarily get a favor, just the opposite where people who are not good even get a good impression among the people. The intention is to be conveyed to the audience that we should be able to adjust the changing times. We can not tell which is good and which is bad, lest we fall into bad things.

"Aja turu sore kaki.... Ana Dewa nganglang jagad..... Nyangking bokor kencanane... Isine donga tetolak.... Sandang kalawan pangan... Wong sabar.... Pasrah narimo..." (Do not sleep in the evening.... There are trotter deity of the universe.... Carrying a golden bowl.... Containing prayers repellent reinforcements..... Clothing and food... patient person.... Surrender accept ...).

The purpose of the dialogue is that we as humans do not quickly stop on our activity though we feel tired. Because we do not know when we will get a main point of the things we try. The dialogue also could mean we should not sleep more quickly, because in the afternoon is a great time for pray to God for effort what we have been doing all day. Sleep in the afternoons for Muslims was also not good, because it could lose a time of worship on time, where it would reduce the reward and blessing from God.

"Wong nandur ki bakale ngundhuh" (People who plant will surely reap the rewards).

Dialog above implies that reflects one's personality. A person who is always doing good, later on would eventually gain favor. And conversely, those who always behave badly at first, would have gained infamy in the end. The dialogue aims to bring the audience to always do good. Although it does not feel the reward now, but later on would eventually acquire good from it.

From the snippets of dialogue such Kliwon figures, it is clear that the dialogue delivered by characters have implied meanings that can be used as manners learning, which can move the audience thinking. Meaningful dialogue expressed or implied in the drama will be easily understood by the audience, if the audience wants to appreciate, thus indirectly will provide character development.

CONCLUSION

Drama is one art in which there are dialogues that are rich in meaning is conveyed directly and conveyed implicitly or indirectly. *Melik Nggendhong Lali* script by Udyn Upewe is a script that also contains the values of good manners for the audience. It can be used by audience to change the attitude. As an example we must always do

good so that in the end we obtain a favor anyway. Literary works created by the author must have its own message to be conveyed to the public. This is in line with the opinion of Waluyo (2002: 28) which states that the mandate is figurative, general, and subjective, so connoisseur of literary interpretation may vary.

In the Kliwon dialogs, there is advice that implied. Among the advice that there is a concept that has been understood by the public and is considered valuable. Therefore considered to be very valuable in the life of a system of cultural values can then be helpful as a guide for the highest human behavior (Koentjaraningrat, 1992:25).

Melik Nggendhong Lali is a drama script with a lot of symbols in it. Through the results of this research are expected to lead other researchers to continue or start a new literary research, mainly with Java drama script object. Java drama script can be studied with a variety of approaches to decipher its character value contained therein.

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ENHANCING 'DEEP-DIALOGUE' IN EDUCATION AND CHARACTER BUILDING

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ABSTRACT

The subject of this article is a method that points at a mutually transforming effect. It is concerned with the mental construct (model) on how we understand "reality." Reality is mediated by "meaning", a meaning that we give it in the context of our culture or our historical period, interpreted from our own scientific horizon and in our own religious thought forms. The dialogical model presents a way of thinking that is strongly reflective as Asians do to grasp "reality," their world. It radically shifts our entire view of reality and immensely expands and deepens our grasps of the meaning of life in order to grow in the perception and understanding of reality and then to act accordingly.

Keywords: model, dialogue, conversation, critical-thinking, reflective

In 1882, when Charles Darwin died, his family planned to bury him in the local churchyard. Their wishes were overridden by English popular opinion, and Darwin was awarded a large public funeral in Westminster Abbey, London. On that occasion, the dean of St. Paul delivered a eulogy in which he explicitly contrasted the initial reception of *The Origin of Species* (1859) with the view of the 1880s: the theory of evolution was no longer seen as a threat to religious belief (Kitcher, 2005:266). So the Anglican Church made its peace with Darwin.

The conflict between C. Darwin (1809-82) and religion has become emblematic of the relations between science and religion. It took many decades for both science and Western culture to assimilate the more radical aspects of Darwin's theory. In some ways, Darwin provided a common assumption that scientific work entails 'the autonomy of earthly affairs.' From the early development of modern science at the start of the seventeenth century, it seems that the scientific investigator is free to construct any scenario likely to explain phenomena without needing to have recourse to some 'supernatural' element which would intervene as a special complement to a series of 'natural' causes. Such an attitude deliberately separates science from the quest for meaning. However, today such attitudes – which could vary from indifference to prudent distancing – are less common than they used to be. Advances in science, particularly in the domain of bioscience, raise question about human destiny – about what it is to be properly 'human.'

Regarding the contextual background, in this article, I would like to propose 'Deep-Dialogue' as a methodological approach in which we can construct a meaningful engagement with science, religion, and local culture.

DISCUSSION
The Concept of 'Deep-Dialogue'

The word *dialogue* stands for a discussion between people in which opinions are exchanged. The adjective *deep* brings forward the importance of reflective and intelligent action for the process of dialogue. In this way, there develops a synthesis between one's own point of view and the points of view of others as well. In the Hegelian sense, the 'Deep-Dialogue' is not just attempting to put things together in a kind of compromise but of developing, in a creative dialectic, something that is acceptable to all standpoints. Dialogical logic characterizes logical constants (such as 'and', 'or', 'for all') by their use in a critical dialogue between two parties: a proponent who has asserted a thesis and an opponent who challenges it (Felscher 1986). There are at least six different perspectives in which they reflect the idea of 'Deep-Dialogue.' In brief, they are *historicism, intentionality, sociology of knowledge, developmental psychology, limits of language* and *hermeneutics.*

Historicism. In the nineteenth century, many scholars came to perceive all statement about the meaning of something as partially the product of their historical circumstances, their historical 'setting in life' (*sitzimleben*). The composite nature of the human context as the situation in which people live determines the fact about the statement under study. The understanding of the text could be found only in *context*.

Intentionality. Max Scheler (1874-1928) suggested that all knowledge is concerned with the future, not the past. It has an element of intentionality at its base, as being oriented ultimately toward action, or *praxis* (Scheler 1980). We perceive certain things as questions to be answered and set goals to pursue specific

knowledge because we wish to do something about those matters. Accordingly, a statement has to be understood in relationship to the action oriented intention of the speaker.

The sociology of knowledge. Karl Mannheim (1893-1947) insisted that all statement about the meaning of things is fundamentally related to the standpoint (*standortgebunden*) of the speaker (Wohlrab-Sahr 2010). All reality, such as the culture, class, and gender, is perceived from the perspective of the perceiver's own worldview.

Developmental psychology. Jean Piaget (1898-1980) explained human growth as personal competency through a structurally maturation process. He explains the process of obtaining knowledge that is decisive for social judgments as the progressive development of individual competency (Piaget 1977). In the course of an increasing differentiation of personalities, the child develops a mental attitude that consists in a step-by-step dismantling of childish egocentrism. Relatively early, children notice that their parents are neither almighty nor omniscient (infallible), nor ubiquitous, so that they are not gods. In parallel, the childish worldview becomes extensively overcome as a whole, including that of belief in an animated nature, as seemingly outfitted with intentions. At the age of about eleven to thirteen years, children grasp that social rules cannot only by laid down by authorities (parents, gods), but also freely negotiated.

The limitations of language. Following Ludwig Wittgenstein (1889-1951), many thinkers have come to see that any statement about the truth of things can be a partial description of the reality that it is trying to describe. Although reality can be seen from an almost limitless number of perspectives, human language can express things what we call "scientific truths" from only one perspective at once (Monk 1990).

Hermeneutics. Hans-Georg Gadamer (1900-2002) and Paul Ricoeur (1913-2005) led the way in developing the science of hermeneutics, which suggests that all knowledge of a text is at the same time an interpretation of the text (Clarke 1990). This basic insight goes beyond knowledge of texts and applies to all knowledge. All knowledge is interpreted knowledge; the perceiver is part of the perceived. Knowledge comes from the subject perceiving object, but because the subject is also part of its object, the two (both subject and object) are in that sense one. The various aspects of nature are observed through the categories we provide, within the horizons we establish, under the paradigms we use, in

response to the questions we raise, and in relationship to the connections we make. Hence *knowing* is a process of the two *becoming* one: the object perceived by the subject becomes a new entity that is knowledge.

'Deep-Dialogue' is a way of gathering and assessing information and submitting it to the critiques of our peers, others thinkers, and scholars. They complement our worldview with statements from their "standpoints" as a philosopher, a scientist, or an adherent of a certain religion. An engagement with different cultural, philosophical, social, and religious viewpoints makes us to complete our perception on the meaning of things. If we are not engaged with such method, we will be trapped within the perspective of our own "standpoint." It will be our lack.

Dialogical Model as the Performance of 'Deep-Dialogue'

A model is "a relatively simple, artificially constructed case which is found to be useful and illuminating for dealing with realities that are more complex and differentiated" (Dulles, 1983:30). Model plays in the "understanding of reality and how to live accordingly" (Swidler, 200:52). It has immense practical consequences. For example, in Western medicine, the body is conceived as living machine (as a highly nuanced); therefore, if one part wears out, the obvious thing to do is to replace it. Hence, organ transplant is originated in Western medicine, not in Oriental. However, in Chinese (Oriental) medicine, the body is regarded as a balanced harmony. Pressure exerted on one part of the body is assumed to have an opposite effect in another part of the body. Hence, acupuncture is originated in Oriental medicine, not Western.

The basic insight of the dialogical model is that "I learn not by being merely passively open or receptive to, but also by being in dialogue with." It is a way of seeing and reflecting on "reality." I do not only "hear" or receive reality; I also – and, I think, first of all- "speak" to reality. I ask it questions, and I stimulate it to speak back to me, to answer my questions. In the process, I give reality the specific categories and language with which to respond to me. The "answers" that I receive from reality will always be in the language, the thought categories, of the questions I put to it. It can "speak" or can really communicate with my mind, only in a language and in categories that I understand. Such a dialogical way does not mean that anything goes. As David Tracy (1939-) insists,

Conversation is a game with some hard rules: say only what you mean; say it as accurate as you can; listen to and respect what the other says, however different or other; be willing to correct or defend your opinions if challenged by the conversation partner; be willing to argue if

necessary, to confront if demanded, to endure necessary conflict, to change your mind if the evidence suggests it (Tracy, 1987:19).

Regarding the text quoted, I need to learn to speak a more appropriate "language" when I put questions to reality. I cannot ask questions about living things in mechanical categories; if I do it, I would receive confusing answers. Further, I will receive unsatisfying answers to questions about the inner life (subconscious levels) of people, if I use categories that are solely psychological-experimental. In this case, an uninformed religious person is difficult to understand the idea of Sigmund Freud (1856-1939) who insists that religion is a sign of psychological weakness and immaturity (childhood neurosis) wherein a person created an illusion that forces outside the natural order – usually named "gods" or "God" – controlled one's fate (Freud 1978: 29).

Deep-Dialogue and Critical-Thinking

The primary purpose of 'Deep-Dialogue' is to learn from the other so that he or she can learn and grow. When we speak of "dialogue" here, we do not mean just another discussion, as valuable as that might be. We mean it as an experience of meeting with people, ideas, inventions in such a way that each one's assumptions come to light, and that all can move ahead in reciprocal learning. Of course, both partners will also want to share their understanding with their partners. 'Truth' in this scheme of things is understood not as something 'out there' but as a reality that emerges in true conversation between authentic men and women when they "allow questioning to take over" (Tracy, 1987:18). In the past, we usually faced those who differed with us in a confrontation – sometimes openly polemically, sometimes more subtly so, but usually with the ultimate goal of overcoming the other because we were convinced that we alone had the truth.

Our contemporary thinking understands truth in terms of relation, conversation, and dialogue. It means to stand on our position, and at the same time seek self-transformation through opening ourselves to those who think differently. Such an intense dialogue lays bare all the underlying issues–religious, philosophical, psychological, etc.–which, when resolved, when integrated, will together serve as a locomotive pulling forward all other issues submitted to dialogue. Together with its counterpart, 'Critical-Thinking,' 'Deep-Dialogue' is a whole new way of thinking (Swidler, 2000:151).

Destructive Dialogue	→	Disinterested Dialogue	→	Dialogical Dialogue	→	'Deep-Dialogue'
Elements are polarized against each other		Elements are tolerant of each other		Elements learn from each other		Elements are mutually transformed

All reality is dialogical, operating on a continuum (Swidler 2000:156)

To open ourselves to 'Deep-Dialogue,' we must at the same time also develop the skills of thinking carefully and clearly, of 'Critical-Thinking' (*critical*, from the Greek *krinein*: to choose, to judge). However, because 'Deep-Dialogue' and 'Critical-Thinking' are in fact necessarily two sides of one reality, whenever we speak of 'Deep-Dialogue,' we automatically mean to include 'Critical-Thinking.' Accordingly, we learn to understand all statement in *their* context, that is, a context can be correctly understood in *its* con-text. Only then we will be able to translate the original core of the statements / text into *our* context. This process of 'Critical-Thinking' obviously entails a mental dialogue within our mind. Thus, at its root 'Critical-Thinking' is dialogic; 'Deep-Dialogue' at its root entails clear, critical thought.

Seven Stages of 'Deep-Dialogue'

'Deep-Dialogue' and 'Critical-Thinking' is the heart of our rational capacity to negotiate reality, to be in touch with the ever-changing worlds around us. It has become clear that at the core of "life world" there is a fundamental dialogical dynamic between the self (=subject) and the realities surround us. It designates an inter-relational structure of self and other.

There are seven stages for establishing 'Deep-Dialogue' (Swidler, 2000:163-166): (1) Stage one: radical encountering of differences (self faces others), (2) Stage two: crossing over–letting go and entering the world of the other (self transformed through empathy), (3) Stage three: inhabiting and experiencing the world of the other (self transformed into the other), (4) Stage four: crossing back with an expanded vision (self returns home with new knowledge), (5) Stage five: the dialogical awakening–a radical paradigm shift (self inwardly transformed), (6) Stage six: the global awakening – the paradigm shift matures (self related to self, others, the world), (7) Stage seven: personal and global transforming of life and behavior.

However, the procedure is much more like producing a work of art that following a rigid set of direction (Bevans, 2009:92). One needs to places emphasis on religious values at one point, while at another point one needs to emphasize cultural identity. At one point scientific views might need to be cultivated. To use our horticultural example, the dialogical model sees the need and value of cross-pollination so that new and sturdier plants might be

developed to be better suited to a particular environment.

CONCLUSION

'Deep-Dialogue' is a powerful transforma-tive process that eventually must become a habit of mind and spirit. It is a method of entering other worlds or perspectives and returning mutually transformed, having gained a deepened sense of one's own worldview and an awakened awareness of the worldviews of others. Through this awakening power of 'Deep-Dialogue,' individuals and communities are able to experience common ground between worlds and across differences, and thus achieve deeper personal integrity and community-building. It is not a once-and-for-all project, but it is something that must be on going.

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LEARNING MANAGEMENT SYSTEM
DEPARTMENT OF TECHNOLOGY EDUCATION
IN THE PERSPECTIVE OF LEARNING

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ABSTRACT

Learning development system is blended in subjects using certain devices that have been in the Department of Technology Education. In Educational Technology, State University of Malang is Institutions providing educational services and learning on the web application domain using Transmission sharing technology. In general, the purpose of research is to study the communication on learning on-line educational technology department of communication studies with a focus on Media education at LMS and the Role of communication and differences in LMS.

Keywords: learning management, technology education.

The floating system learning blended emphasizes how communication occurs between the source of learning and learners through technology web communication. Communication technology is expected ceapable bridging everyone to communicate quickly over long distances though. Media Computer and Network was instrumental in facilitating the relationship, both personal relationships, the organization or in the wider level again. There are some policies, and certain managerial rules that can help the user.

Network communication technology to connect computers, work station users and other information tools. So that learners are expected to participate in determining the choice of various types of communication technology is necessary. So, we need a study of communication technology.

In principle the entire communication technology is a means of transmitting information in various forms (such as voice, data, text and images) from one place to the other electronics. The data communication more specifically explain the transmission and reception of data communication network between one or more computer systems as well as various terminal input / output. However now the communication is highly dependent on computers and other computerized tools.

Learning development system is blended in subjects using certain devices that have been in the Department of Technology Education, Department of Education Technology has been completed communication technology of several telecommunications companies proved to have been able to provide services long-distance telephone, satellite-satellite communications and communication services. In general, communication technology provided by some companies have been rapidly changing from analog technology into digital technology, communications technology has always depended on the transmission system analog designed to transmit electrical frequency generated by the waves of the human voice. the transmission system digital supply: (1) the level of transmission of information more high, (2) transfer of more information, (3) Increasing the value (4) the error rate is lower than analog systems. The tendency else in telecommunications technology is a change in the communication media. Some telecommunications network changes from copper cable media such as coaxial cable and network of underground cable system into a network of fiber-optic and satellite telecommunication transmission.

At the Institute for service providers of education and learning on the web application domain using Transmission sharing technology. This is because the transmission technology offers significant advantages in speed and capacity for organizations that need to transmit large amounts of data and long distances. The trend in technology provide more many alternatives to go beyond the current telecommunication system.

Learning development models blended web-based Institute for service providers of education and learning Line Internet using communications technology transmitting satellite. Technology transmission communication satellite, which was developed using various types of telecommunications media and communications processor for contacting the terminal computer, work station computers, computer systems and computer equipment more in radius and a wider range.

Learning development models blended web-based Institute for service providers of education and learning Line Intranet using technology Local Area Networks (LAN). LAN connects the

information processor to the areas that are physically restricted as in the halls of learning, buildings of buildings or places other access. LAN technologies developed using different types of telecommunications media and communications processor to contact the computer terminal, computer work stations, computer systems and other computer tools.

In general, communication network built using satellite transmission and communication technologies LAN technologies use some arrangement whereby the sender sends a message to the recipient beyond the channel consisting of several types of medium.
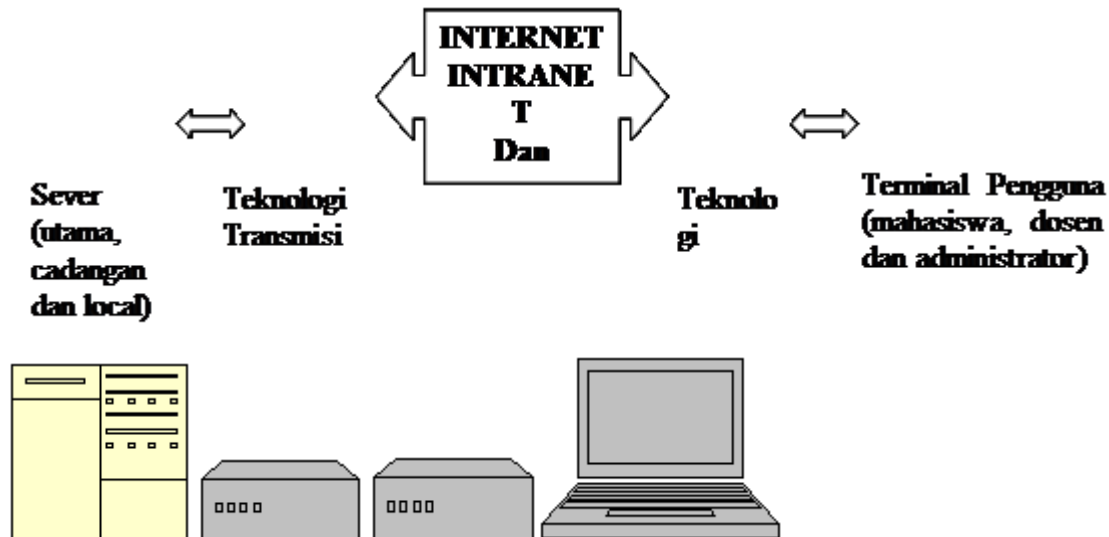
Figure 1. Shape Telecommunication Networks

The image above depicts a telecommunication network that consists of 5 (five) categories of basic components: 1) Terminal users (students, faculty and administrators), a tool terminal input / output used telecommunications network to send / receive data is terminal, including microcomputers, telephone, equipment office and transaction terminals. 2) Server (primary, backup, and local) , which is a data terminal or learning material objects (material appropriate learning objects) that manages how the sending and receiving of data between the terminal and the computer. 3) Intranet, Internet and Media communication ends which data is received and sent. The communication channel using a combination of media such as copper wire, coaxial cable, and satellite communications systems, to interconnect with the networks of other telecommunications components. 4) Technology Sender and Receiver are connected to the computer in every size and type. This technology connects devices in the telecommunications network so that it can complete the task in processing information. 5) Software telecommunications control consists of the programs lies in the computer server, computer and telecommunications control the user's computer.

COMMUNICATION IN PARTICULAR IN THE WEB OF LEARNING

In the Learning Development system using the blended learning technology directly (synchronous) web-based and indirect (Asynchronous) web-based, with a term to describe how and when to study certain subjects in progress. 1) Learning Direct (synchronous Learning). In direct learning courses of computer learning, teaching and learning take place within the same (real time) although teachers and students to be physically located in different places from each other. 2) Learning Indirect (Asynchronous Learning). In the study did not directly, the process of learning and teaching and learning computer courses took place in the presence of delay / broadcast delay time (different time) and teachers and students are physically located in different places. Examples: educate yourself using the internet or, the web presentation or seminar using the audio / video, record the tutorial, mentoring question and answer, reading the e-mail message, access the web-based content, discussion forum based web.

Characteristics of an indirect learning (Asynchronous) is the developer or the teacher must prepare in advance to learn the material before learning process takes place. Students are free to determine when it will study the learning materials.

DIFFERENCES IN THE WAY OF COMMUNICATION

There are four the way of communication: First, One to One. Situation: 1) student to student, 2) students to teachers, 3) teacher to teacher. Examples: 1) discussion: a private conversation in a chat room or instant massagers, 2) E- mail: send or receive e-mail on/from peers or teachers and provide questions to the teacher, 3) screen sharing: sharing Microsoft Word, working together in a word document. Second, One to Many. Situation: 1) one lecturer to many students, 2) one student to many students. Examples: 1) chilling: teacher explaining the contents of the material to the students, 2) screen sharing: use the network to give a series of power point slides or web pages to the students, 3) newsgroups: post questions in newsgroups or discussion forums, 4) E- seminar: lectures or presentations via the internet. Third, Many to One. Situation: 1) many college students to one teacher, 2) many of the students to the student. Examples: 1) discussion: ask or online discussion, 2) newsgroups: reacting to messages sent within forum discution. Fourth, Many-to-Many. Situation: 1) many of the students to many students, 2) many of the students to the students and faculty. Examples: discussion where students can share their learning experience or just chatting or also discuss where the students can solve their problems together based on the discussion topics.

CHANGE OF COMMUNICATION EDUCATORS AND TEACHERS

Pressure from various parties increased to educators and teachers to post instructional media technology with email, web and multimedia - into their programs and teaching practices. As a result, educators need to develop new knowledge and skills in the design and production of multimedia resources. There is a growing need for educators to understand the design process media and educational design process. However instructional design framework in the literature does not seem to recognize an established process of instructional media design. Anything can change except that remains is change itself

Educators and teachers must be increasingly aware of the beginning of a major shift in context, the role, the delivery and financing of education. Growth in both the number and type of media increased as the line exponentially in the use of the Internet, especially web since 1995 with his ability to communicate some information media - text, images , audio, animation, video - interactive and now has become an instant way to cross state boundaries. Toffler (1990) confirms the observation that "what is happening is the emergence of an entirely new in wealth creation that is totally dependent on instant communication of data, ideas, and symbols".

The new media allow changing education practices by way often described as' flexible delivery flexible learning and mediated learning. Sufficient resources organization was a strategic incurred for offering courses in fashion flexible to better learners. A common reason is that the internet is flexible based anywhere and anytime, learning must be offered by the organization without borders' to maintain the position of educators and teachers and continued relevance in the global market and a variety of educational facilities and competitive provider.

CONCLUSION

Communication using device integration of Information Technology and Communications with the concept of pedagogical is a learning resource that is specific and useful on the network access the Internet at the Department of Educational Technology, the optimal benefits of the concept of communication in learning. Student 1) obtain strengthening the concept of designing communication in any form on-line and off-line. 2) students get knowledge melaksanaakan pembelajarn model of innovative and convenient; 3) students can also feel the effectiveness of learning from learning model; 4) Students can learn the attitude of learning with the rules cyberwellness the learning model. The study of communication is the bridge pembelajaranyang perspective on the method of using the media of information and communication technology.

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CHANGE OF PARENTING PATTERNS TO REALIZATION INDONESIA GOLD GENERATION AT 2045

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ABSTRACT

Informal education is the first and main education for children, internship relationship between parents and child has implay to child build characteristic. The research was conducted with the aim to find parenting mistakes that commonly occur in the community, describes the influence of parenting to the character formation of children, and explain the changes in parenting strategies that need to be done. The study was conducted with a qualitative approach, data were collected by interview and literature study. There were three categories of errors parenting parents is 1. An error in the handling of child health, 2. Determination of the ban due to concerns that excessive, and 3. Errors in understanding the child's feelings. Strategies that can be done to change parenting model is integrating parenting education in early childhood and kindergarten activity, form associations of parents, and establish non-formal education shaped course that teaches parenting right.

Key word: parenting, character, gold generation

Family is the primary environment, since a child born to an adult, the development process will be affected by family circumstances. A child will obtain information and explanations as well as the behavior of parents and siblings in the family. Parenting and family behavior received a child, will influence the behavior and character of the child. Ki Hadjar Dewantara (1977: 374) states that the family is a best place to do education, so that the family referred to as the most perfect education and the growing nature of the other educational places. In line with these opinions Lam Ching Man (2003) suggests three things namely the primacy of family education, Three dominant perspectives have shaped conceptions of parent education: (1) the parent-mediated perspective; (2) the systemic perspective; and (3) the parent empowerment perspective. Both of the above opinion states that family education plays a very dominant function and strategic in realizing human generations more capable.

Family education as a major component in the future success of the child has not been fully recognized by the parents. Parenting and education patterns are applied hardly much different from the pattern he received as a child. Especially when there is a grandmother or grandfather's role in the family environment, parenting is done for the grandchildren is not much different from parenting for they child.

Michelle A. Johnson, M.S.W et al (2006) conducted a study on parenting, found that 23.33% of treatment errors occur in the process of parenting. The treatment errors caused by three things, namely the dominant social cognitive processing, parenting skills, and stress management. Overview of the results of these studies indicate that in the process of parenting often goes wrong treatment, where the error is caused by ignorance or lack of understanding of parents on social cognitive processes, parenting skills and stress management.

Mistreatment in childcare often occur in Indonesia, some things that are often advanced by parents is "do not" like do not be naughty, do not run, do not climb, do not ask any questions. Lack of proper parenting occurs hereditary and extends almost the entire territory of Indonesia. There are several terms that are often used parents in the process of parenting a childlike word taboos (prohibition in Sundanese), in addition to the words forbidden parenting is often followed by the words that are scaring. Some conditions and expressions exemplified as follows: 1. When a small child in the area Bondowoso sleep late at night it will be attended by the sculpture "The carriages Death," which dropped if the evenings. 2. whistle and banging the table is seen to summon demons. 3. Sitting in front of the door is seen to be difficult to get a mate.

Some examples of parenting is still going on in the family environment of Indonesian society. Slowly but surely these parenting will affect the psychology of Indonesia children, they become completely fearless in expressing their opinions or thinking different from previous practice. These conditions make the creativity of Indonesian children less developed optimally, which in turn makes them always compete with other nation's youth.

It is not allowed to apply a continuous basis, if the Indonesian people want to have young people who excel or the development targets Indonesia has a golden generation of 2045 it now needs to be revamped and improved parenting children

Indonesia. Changes in parenting actually is not something costly, enough with the deployment guidelines and dissemination to the public, the parenting change. Moreover, young parents today are those who were born in the year 80 and 90 it is almost certainly the level of education they are better than the previous generation of parents.

The obligation of parents is to raise, educate and guide the child to an adult. A surrogate child of God, a pair of parents who believed God had to treat the child as well as possible because one day God will ask for accountability to parents on their children. The Government of the Republic of Indonesia governing the rights of children in a Law of the Republic of Indonesia Number 35 of 2014 regarding Child Protection. Article 6 states every child has the right to worship according to their religion, thought, and expression in accordance with the level of intelligence and age in the guidance Parent or Guardian. The article guarantees the right of a child as a citizen who has the right to freedom and guidance of parents. Article 26 of the law states the obligation of parents is "Parents are obliged and responsible for: a. nurturing, nurture, educate, and protect the Child; b. Children develop in accordance with the abilities, talents, and interests; c. preventing age marriage Children; and d. provides character education and cultivation of character value in children ". The obligation of protection of the rights of a child care implemented in the activities of a child, or often called parenting.

Parenting is a reciprocal relationship between parents and children in an effort to ensure the fulfillment of the rights of a child and for the development of things is physical, psychological, social, intelligence and behavior. Each individual ever get the warmth and affection of their parents, parenting as a relationship between parents and their children. As Theoretically parenting explained in focus to four issues, that is behavioral, cognitive, emotional development of children and adult personality functioning (Farzana Bibi, et al. 2013). Parenting has an enormous influence on the development of a child, ranging from the development of the physical and psychology.

A study states that parents have a significant influence on the school achievement of their children. Especially when they are involved in their children's education and monitor their children's after school works. parent's attitude and style have powerful impacts on their children (Abdorreza Kordi. 2010). The finding confirms that the behavior of parents have a strong influence on their children in school achievement. The role of parents is needed children, especially supervision of a child after school activities.

Beside influent in children achievement, parenting models has influence to child psychological development. Talil Abrhiem Hanna (2014) states parenting styles and the quality of a parent adolescent relationship may have a significant impact on the psychosocial development among adolescents. That research's confirms, pattern of parenting have a profound influence on the development of personality, psychological and academic achievement of a child. Parents should establish a parenting style to develop the potential of children so that a child will become a generation of healthy, smart, critical and competitive with human resources from other countries.

Globalization and free trade between Indonesia agreement with the countries of the region requires the readiness of the various components of the nation to survive and improve the Indonesia economic. These challenges require a prepare Indonesian young people are qualified and able to win the competition. The Indonesian people have hope in the year 2045 as a period of 100 years of Indonesian independence created a generation of so-called golden generation.

Belferik Manullang (2013) imposes limits that Indonesia golden generation in the 2045 was marked by the character of young people who have a positive attitude, mindset essential, normative commitment and competence abilities, and grounded IESQ. Indonesian human resource development process stipulated by Act No. 17 of 2007 on the National Long-Term Development Plan (RPJPN) 2005-2025. Development education is a major part of Indonesia's long-term development plan, the Ministry of Education and Culture set Education Development Plan Long Term (RPPNJP) 2005-2025. Target achievements in the period 2015-2019 is aimed at the educational development "Indonesian man preparing for regional competitiveness" while the years 2020-2025 the development orientation towards the setting up of the Indonesian people to have international competitiveness.

Indonesia golden generation oriented to strengthening and mental character that has strong competitiveness. This policy has good reason because to win the competition not only with the ability intellectual and skills but also the personality to show ability. Indonesia future generation is a generation of critical and personality, critical does not mean denounce but innovate and create. Generation of competitive characterized by innovation in all of life, so that in the future Indonesian nation is not only a consumer but a producer all the needs of modern human life.

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METHODE

The author uses methods of literary study and unstructured interviews in writing articles. Interviews were conducted with 103 students. The students were asked to describe the process of upbringing the parents or neighbors about the house, the description of the story analyzed by case analysis. Literature study done to strengthen theoretical study and the results of previous studies that have been published in international journals, so as to support and strengthen the conclusion.

RESULTS AND DISCUSSION
Results

Interview data were then reduced and displayed in the following table

Table. 1 Habits parenting community

Parenting patterns	Psycologic Impact	Signification
Girls are forbidden to leave the house after sunset call to prayer from being kidnapped wewe gombel (ghost of a woman who has a large chest)	Children do not have the courage to move in the night	Not to be out evenings as prone to colds
When a child hiccups, then the child's anterior fontanelle blown until the hiccups disappear	Mindset about handling the wrong disease	Give the child to drink little by little until the motion is lost
if there is a child nosebleed then have to tilt the head to stop the bleeding	Mindset about handling the wrong disease	head up, blood wash with warm water and given a betel leaf as an anti-septic
If found crying child, the people who are around will try to make the child to stop crying, without exploring the cause	Child difficult to express his feelings to others. So he will have a closed personality.	If the child is crying, should be left alone so that children can excite all the feelings. After the tears subsided, then approached her parents with giving understanding.
Most people think of children who say dirty as something funny because the child did not even know what that means but it can say anything inappropriate	Character and behavior of children less well	We recommend that people around the child can pick a word and gesture performed in front of children, since most children will immediately imitate speech or actions undertaken by people around him.
when a child while playing then he accidentally fell or hit something, such as a table, the parents will say "At his desk only son, desk is naughty	Behaviour find fault with others and solve problems with violence	told to be more careful in the move
Children are forbidden by their parents to leave the house on Friday after finishing Friday prayer. The reason is because there is a kind of ghost after Friday prayer to be abducted child	Affect the courage and the child's behavior	Supposed to be imparted to the child, that Friday was a good day, not a day frightening and filled with ghosts.
comparing child with other children	Kids feel depressed and less attention	Basically, the child has a different character with each

		other may not be too clever child in academics but smart field or any other sport and as a parent should be able to understand it
there should be no sound of the collision between a plate and spoon when eating because it will invite the devil	Children feel fear associated with the devil	when eating should maintain decency to not make any noise that might cause discomfort to others
Parents say that a girl should not eat or sit in front of the door as it will keep a mate	Understanding of children who are not in line with the real thing	eating and sitting in the front door is an act that is disrespectful
If you do not want a soul mate lazy, do not eat on the bed	Children misperception	sulted in the mattress being dirty

Discussion

Based on the research findings, it can be argued that the fault parenting Indonesian people can be grouped into three categories. 1. An error in the handling of child health, 2. Determination of the ban due to excessive worries, and 3. Errors in understanding the child's feelings. These three categories have compatibility with the results of research conducted Michelle A. Johnson, M.S.W et al (2006) where the error treatment of child care due to three factors, namely the dominant social cognitive processing, parenting skills, and stress management. Social cognitive line with efforts to ban or frighten the child will be the presence of spirits if a child violates the prohibition of parents, parent skill in line with mishandling the treatment of diseases suffered by children, and stress management in line with the error in understanding children's behavior. Third parenting mistakes are accumulating in the person of a child and embedded as the character of the child.

parenting mistakes of continuously and widely applicable is almost certain young generation of Indonesia less competitive. Results of previous studies conducted Talil Abrhiem Hanna (2014) states that the parents' parenting and the quality of relationships between parents and children significantly affect the growth of child psychology. In another case investigated by Abdorreza Kordi (2010) that parents have a significant influence on the outcomes of achievement of a child. The role of parents in this connection is that of monitor activities of the children after they get home from school.

Based on the research findings and review of previous research efforts need to be undertaken to save the improvement of mental and character of Indonesian young generation future. Facing increasingly fierce international competition requires that the Indonesian nation has the ability, knowledge and a strong mentality in order to buffer compete with other nations. Lowest thing that needs to be prepared is the mentality as proposed Belferik Manullang (2013) is the character young people who have a positive attitude, mindset essential, normative commitment and competence abilitas, and grounded IESQ. As already explained in sub-chapter above that the development of education in the period 2016 to get in on the human stages of preparing Indonesia for regional competitiveness. Achievement of these targets is certainly not just the responsibility of government, and it can not be done by a formal institution called school. The target will be achieved if there is harmony between the role of government, the community and parents.

Education in the family environment is the first education received by a child, then do not be surprised if at that stage a very significant impact on the development of the mentality of a child. Observing the research findings stating that there had been an error of parenting on three main aspects of character formation target then to realize the educational development necessary to change the child's parenting.

The government must provide additional education to parents so that they have the knowledge and skills in bringing up and guiding a child. Early childhood education and kindergarten should not only educate young children but must be supplemented by educating the parents. So that the child will get treatment in line between the teachers in the school with the parents at home. The process of change in parenting style can also be done by forming a group of parents in the form of associations as a vehicle for parents to share information and knowledge of child caring. A community in general has a strong bond and a high concern among members. So that hope to achieve a good success of the educational process will be

more quickly realized. Another strategy is to do the government and the society is to provide education that are non-formal to the parents, for example, infant maintenance courses, course arrangement of home environment that can encourage creativity of children, and courses that are giving skills in parenting.

An overview of these solutions has not been done in Indonesia, the Indonesian education is still focused on formal education. Awareness of the importance of parenting is not so high, so that many cases occur in parenting errors, or even the process of repetition parenting parents had done in previous generations.

CONCLUSION

Parenting patterns are believed to have a very high influence on the formation of character, behavior and achievement of children. All the things that parents do at home will be a personal reflection of a child. This study resulted in a finding of guilt parenting grouped on three criteria: 1. An error in the handling of child health, 2. Determination of the ban due to excessive carries, and 3. Errors in understanding the child's feelings. Parents need to change parenting that has been done in order to create the Indonesia gold generation. The Indonesian people are expecting in the year 2045 created the golden generation of Indonesia which is characterized by having a positive attitude, mindset essential, normative commitment and competence abilitas. In order to realize the need to be encouraged target a change in parenting Indonesia. How are deemed effective in making these changes is including education parenting in educational activities early childhood and kindergarten, forming a organisation assembly of young parents as a means to share information about parenting and handling problems of children, and to establish educational institutions of non-formal-shaped course that teaches pattern parenting right. The third solution is the answer to improvement of child care in order to realize the golden generation of Indonesia in the year 2045. ✍

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INTERACTIVE MEDIA DEVELOPMENT OF RECOGNIZE HIJAIYAH LETTERS FOR EARLY SANTRI AT TAMAN PENDIDIKAN AL-QUR'AN

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ABSTRACT

Reading the Quran is the most important religious and loved Allah SWT. Meaning, every individual who claims to be a Muslim should be able to read the Qur'an properly. Learning is good for children is through play. A teacher should be able to create a fun learning for its students and increase knowledge, understanding and ability of pupils. To improve children's ability to recognize letters hijaiyah this will require an appropriate teaching methods. A method that is fun for children is by the method digital, one of which is to develop interactive media to recognize the letters hijaiyah attractive and practical to be studied. This study was designed using research approaches development or research and development (R & D) by the Development Procedure using a four-D models, namely through a phase of definition (define), stage design (design), stage of development (develop), and the deployment phase (disseminate). Interactive media created using computer software (software) applications macromedia flash. Interactive media products that will be generated by taking into account the practicality and adapted to the characteristics of users are age 4 to 6 years. Interactive media recognize letters hijaiyah for early childhood packaged in a CD and can be run by using a computer.

Keywords: interactive media, letter hijaiyah, santri early childhood

Reading the Quran is the most important religious and loved Allah SWT. Meaning, every individual who claims to be a Muslim should be able to read the Qur'an properly. The scholars agreed that reading the Qur'an the law is fardhu'ain. The Qur'an contains the teachings and guidance for Muslims in life the teachings contained in the Qur'an should be carried out. To practice the Qur'an that we must be willing to read and understand it. Faithful to the Qur'an not just believe it, but it must be proven with the implementation of the real as the demands of the faith that is read, understand and practice it in everyday life.

Very many virtues and benefits for people who read the Qur'an. Among the virtues and benefits of people who read the Qur'an that is in accordance with the words of the Prophet, "People who are good at reading the Qur'an will be placed with a group of angels noble and commendable. As for the people who stammer and difficult to read will get two rewards. "(H.R. Bukhari & Muslim). This means that people who are adept at reading the Qur'an will be provided a most special place in heaven with the angels holy. Meanwhile, people who read haltingly, then he would be given two rewards are willing to learn and sincerity merit reading.

Al-Qur'an that the terms of the language comes from Arabic, which means reading or something read repeatedly. The word of the Qur'an is composed by letters arab called Hijaiyah letter that letter to form words in Arabic if it letter by letter prepared. Then when verbatim compiled it will form a sentence. This is then read and memorized by people all over the world and memorizers of the Qur'an is called a hafiz.

Padang Mayor H. Mahyeldi Ansharullah, SP. Dt. Marajo very concerned about the ability to read and memorize the Qur'an for the citizens of the city of Padang. Characterized by digagasnya program that is guaranteed to get in a good college without a test if it is able to memorize the Qur'an. As well as to attend secondary school mayors test requires the ability to read the Quran, and thus every school-age children in the city of Padang is expected to read the Qur'an properly.

The ability to read the Quran had grown to children from an early age, given the importance of behaving in accordance with the guidance of the Quran since childhood. In introducing the Qur'an to children fun approach is required and in accordance with their age. At Taman Pendidikan Al-Qur'an (TPQ) tendency to study the Quran or learning to recognize letters hijaiyah still using conventional methods Juz am'ma and Iqra as media in learning, especially for students ages 4 to 9 years is called with Tamhid grade or age level schools of Early Childhood Education (ECD) to grade 3 elementary school (SD) where pupils (students) are taught by a tutor (cleric) in groups according to their respective capabilities. For Tamhid grade students are still applying the method juz am'ma and iqra.

The difference method juz am'ma with iqra is, juz am'ma method students learn to read by spelling. In this way tend to be monotonous and boring for students. Besides the Quran with how to

spell difficult for students to say the spelling. It raises the lack of seriousness of students in the course. Most students still joke with his friends when the cleric teach lessons. Even still encountered cleric who was forced to use violence, such as pinching or have stood in front of the class as a punishment for students who are not paying attention. Iqra method causes the students do not recognize the name of the letter hijaiyah basis before being given *harakat*, for example the letter Alif method iqra directly readable with "a".

Learning is good for children is playing. A teacher should be able to create a fun learning for its students and increase knowledge, understanding and abilities of students. To improve the ability of students to recognize letters hijaiyah this will require an appropriate teaching methods. A method that is fun for children is by digital methods, one of which is to develop interactive media to recognize the letters hijaiyah attractive and practical for children. The authors therefore wanted to make it happen in a study entitled "Development of Interactive Media Recognize Letter Hijaiyah In Early Santri At Taman Pendidikan Al-Qur'an (TPQ)"

Based on the description of the background of the above problems, the formulation of the problem in this research is How to Develop Interactive media recognize letters hijaiyah practical for students TPQ and in accordance with the development of children aged 4 to 9 years is tahmid grade students?

METHODS

This study was designed to develop a fun, interactive media-based technologies for improving children's ability to recognize letters hijaiyah. To develop the model required in-depth study of the components contained in the interactive media. The study also involving the parties involved in the development of instructional media such as experts, religious teachers or educators and learners or students. Therefore, this study was designed using the research approach or the development of research and development (R & D). According Sukmadinata (2005:167) R & D methods have an idea combines three methods of mutual support for the birth of a model that is a preliminary study, evaluative at this stage of the process of testing the model and experimental at this stage of testing the efficacy of the model.

Sugiyono (2009:407) states that Research and Development is a research method that is used to produce a specific product and test the effectiveness of the product. The same thing also expressed by Borg and Gall (2003:772)

that is the development of research-oriented research to develop and validate the products are used in education. In the development of interactive media is the method used is the method kuantitativ, with a view to measuring the level of the practicalities and the validity of the media developed.

In the test the practicalities of interactive media recognize letters used hijaiyah Research instrument used to collect data in the form of Questionnaire practicalities. Practicalities questionnaire contains questions and revelation about interactive media developed that aims to get feedback, suggestions, and criticisms for improvement interactive media so that the media developed really become practical media used by students early age. The practicalities of questionnaires filled by students with the guidance religious teachers and researchers considering their age who still have trouble understanding the questions that are raised through the practicalities questionnaire.

Data analysis technique used is descriptive quantitative data in the form that describes the practicalities of interactive media recognize letters hijaiyah developed using Macromedia Flash applications. The quantity of data to test the practicalities of the use of interactive media was analyzed by percentage (%), using the following formula.

Data analysis technique used is descriptive qualitative data in the form that describes the validity of quantitative data and describing the practicalities of interactive media recognize letters hijaiyah developed using Macromedia Flash applications. The quantity of data to test the practicalities of the use of interactive media was analyzed by percentage (%).

After the percentage value obtained practicalities, conducted according to criteria modified grouping of Purwanto (2009:102-103) following:

Tabel1. Criteria Practicalities

90%- 100%	Very Practical
80% - 89%	Practical
65% - 79%	Quite Practical
55% - 64%	Less Practical
0 %- 54%	Not Practical

Interactive media is media that has a reciprocal interaction between media with media users (user) so that communicative response occurs between the media and the media itself. According Seels & Glasgow (in Arsyad, 2011:33), there are two senses of "interactive", that interacts with the media (TV, CD player, computer, Internet and Phone), and interacting with other media. The second sense is a higher level of interaction. This level of interaction is a two-way interaction level,

which enables communication adds more value than just interacting with machines

Animation. Multimedia animation is motion the process of formation of various media or objects that varied with effects and filters, transitions movement, voices in harmony with the animated motion. According to Sanjaya (2012:231) "in the development of multimedia animation role can be an integral part of the multimedia itself or merely a supplementary part of the multimedia"

Audio. Audio is one form of intermediate or introductory nonprinting that can be used to convey a message from educators to students in a way played or played directly so that students are able to master certain competencies of the lesson activities. According to Sanjaya, (2012:229), the audio is a medium or material containing a message in the form of auditory (sound tape or disc) which can stimulate the mind and feelings of the listener so that the process of learning

Video. Video is a moving image. In the media, the video covers almost all kinds of media. In this case means the medium of sound and images combined to form the video. Even in video media also sometimes inserted in text form. Type the image produced is also unlike traditional media. In the video, we can see thousands of images varying in very quick time. According to Sanjaya (2012:231), a video or a movie or a video film made of paper pages and images are then rotated so that it appears the effect of a moving image. With the help of a computer or a video movie becomes very easy and fast. By because it is with the reason given in the development of multimedia by using computers, always displaying animation.

Text. Text is a medium to deliver information most easily and quickly. Besides the text was the most media types, easily stored. According to Sanjaya (2012:227), the text is a series of posts that are arranged so as to have significance as information that would be submitted

Multimedia is the use of computers to present and combine text, audio, animation, and video. According to Sanjaya (2012:227) says that "a multimedia learning materials packaging by integrating a wide range of media for students studied in accordance with the objectives to be achieved. There are various kinds of media that can be combined in between text, voice, images, photographs, videos, animations, simulations.

From some of the above definitions contained two important components of multimedia, namely: (a) there should be a computer that coordinates what is seen and heard, which is interacting with us; (b) there should be a link that connects us with the information.

In Arabic we know hijaiyah namely the letters used in the formation of words in Arabic, as Muslims is very important to know and be good at reading the letter hijaiyah this because when it's able to read the letters hijaiyah is the main capital in order to be able and fluent reading Al-Qura 'an Al-Qura'an because they are composed of letters hijaiyah consisting of 30 letters

RESULTS AND DISCUSSION
Results

Development Research aims to produce a product that fits the needs of the user, easy to use valid and practical. This is an aspect that must be considered in order to obtain a good learning media. With due respect to the researchers developed an interactive media recognize letters hijaiyah to students early age. With the view that adjusted for age characteristics of students as media users.

Through the test results practicalities of interactive media students recognize letters hijaiyah against Baitullah Mushola Wildlife Education Koran found answers vary depending on interest and their interest in the media developed. Overall obtained parktikalitas with practical criteria judged on technical quality media, very parktis assessed on aspects of language and sound and practical expediency assessed on aspects of media. Overall with a rating based on an average every aspect of the importance of the assessment criteria for media literacy intraktif hijaiyah to students early age is "practical" Purwanto (2009:102-103).

The first indicator in the development of media recognize letters hijaiyah to students early age is the technical quality of the media. This indicator has five (5) sub-indicators, namely: (1) Display media interesting and fun, (2) The colors are interesting and appropriate to the character of the children, (3) Media is not boring, (4) Games in the media fun, (5) Learn to recognize letters hijaiyah using interactive media practical and easy.

Based on the findings note that as many as 17 samples provide a response to the media technical quality indicators have value practicalities of 86.47% in the practical category. Sub indicators with the highest number of answers sample was measured using a Likert scale is the indicator to one that is "interesting and enjoyable Media", obtaining the number 60. It consists of 8 students answered Agree (S) and 9 students answered Strongly Agree (SS). While the lowest scores are in sub-indicators into three, namely "Media is not boring". The findings are 2 students who answered disagree (TS), 9 students answered Agree (S) and 6 students answered Strongly Agree (SS). This shows that the media in terms of technical quality media sub

indicator still indicated boring even if the media is fun for the students that in fact are children of an early age, students tamhid class that is the age range of 6-9 years.

Language and Sound

The second indicator in the development of media recognize letters hijaiyah to students early age is the Language and Voice. This indicator has two (2) sub-indicators, namely: (6) The language used is clear and easy to understand, (7) Sound lafadz hijaiyah of the media is clear and easy to follow.

Based on the findings note that as many as 17 samples provide a response in the indicator Language and Sound has a value practicalities of 90.44% in the category very practical. Sub indicators with the highest number of samples the answer is in the sub-indicators to 6 of "The language used is clear and easy to understand", obtain a total score of 64, consisting of four students answered Agree and 13 students answered Strongly Agree (SS). While the lowest scores are in sub-indicators to 7 that "The Voice lafadz hijaiyah of the media is clear and easy to follow" with the number 57. In sub-indicator is found to 7 is 1 students who answered disagree (TS), 7 students answered Agree and 9 students answered Strongly Agree (SS). This indicates that the sub-indicators is sound lafdz hijaiyah letter that is played through the media is good but still there lafadz letters are less obvious and must be repaired.

A third indicator in the development of media recognize letters hijaiyah to students early age is a benefit of the media. This indicator has a 10 (ten) sub-indicators, namely: (1) Using the media inimemebuat I would want to learn letters hijaiyah, (2) Learn how to use this medium to make me better recognize letters hijaiyah, (3) This media can be practiced / can be used at home , (4) Media can help me to learn themselves recognize letters hijaiyah, (5) the media is making me active in learning, (6) Media can train my creative thinking and analyzing, (7) this media can change the role of the teacher / cleric of a teacher to be a facilitator, (8) learning to use this medium speed me understand the material recognize letters hijaiyah, (9) this media can enhance the learning process becomes more effective and interactive, (10) media helps me to be able to read the letter hijaiyah.

Based on the findings note that as many as 17 samples gave the answer, the value of the practicalities of some 89.41% in the practical category. The findings of the sub-indicators by the number of practicality is the lowest in 12 sub-indicators "Media is making me active in learning", with the number of sample answers 58. Consisting of 10 samples were answered Agree (S) and 7 samples answered SS (very Agree), while the highest is the 17 sub-indicators, namely "Media helps me to be able to read the letters hijaiyah" With a total score of 64. the sample answer consists of 4 samples answered Agree (S), and 13 samples answered Strongly Agree (SS). These findings indicate that the interactive media recognize letters helpful hijaiyah used in terms of expediency indicator media

CONCLUSION

After testing at an early age students in TPQ Baitullah Mosque. So based on the observations and the results of the questionnaire responses by the practicalities practicality Interactive Media Know Letter hijaiyah which has been developed indicated that this media is good enough to be used as a tutor for students as well as media for learning at home. The percentage rate of the practicalities of interactive media recognize letters hijaiyah views on aspects of the technical quality of the media is 86.47%, on aspects of language and voice is 90.44%, and the expediency aspect of media is 89.41%. With the practicalities mean is 88.77%, currently on Practical criteria.

According to the ustad who teaches at TPQ that this medium provides a way of learning that has not been used in teaching the letters hijaiyah in TPQ it, and along with the development of information technology and communications, the digitization of learning recognize letters hijaiyah considered to have benefits in improving the ability to know the letters hijaiyah for students ages early. Media still needs a lot of improvements to interactive media can be useful and effective, easy to use and concentrated media learning fun for childhood.

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AN ATTITUDE AND CHARACTER LEARNING DEVELOPMENT BASED ON CURRICULUM 2013 IN SECONDARY SCHOOL

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ABSTRACT

The purpose of this research is to (1) identify the weaknesses of the learning model of attitude and character in the 2013 curriculum in secondary schools (2) develop a conceptual model of attitude and character learning that is able to instill the values of attitudes and characters contained in the content of social studies subject of junior secondary school (JSS) as a refinement of the learning model of attitude of the characters achievement in the curriculum of 2013. The research was conducted by reviewing the curriculum, focus groups discussion with JSS social studies teachers, and tests the application of the learning model of attitudes and characters in JSS. The results of this study showed that (1) scientific learning approach is only able to develop scientific attitudes of students, while sorts of other attitudes very less embedded into the self. (2) The application of the integrated scientific learning approach is able to instill the values of attitudes and characters contained in the content of social studies to the student intact.

Keywords: criticism, improvement, character learning model, 2013 curriculum, and integrated instructional approach

One of the various aspects of the review that lies behind the development of the curriculum in 2013 is alarming socio-cultural change. The impact of this change, especially at this time, there was revolutionary in all aspects of life in the political, economic, social, cultural, behavioral and other dimensions of life [1]. Examples of socio-cultural changes are marked with Indonesian culture that was once known courteous, polite, gentle, caring for others, high social, and high cooperate shifted into a nation that less social sensitivity, and selfish. There was also rampant corruption, and student brawls occur everywhere. This change also occurs in both the developed and developing countries. Reportedly, the learners United Kingdom for instance, that the impact of science and technology as an increase in harmful behavior, anti-social behavior, indiscipline, under-achievement [14], drunkenness, unsafe sex [13], and the increase in juvenile delinquency in the community. Even the most remote villages and big cities in Indonesia, the symptoms have come to a very disturbing extent, such a fight mass, parents kill her own child, husband kills his wife and vice versa, teen fights, fighting between learners and between schools, rampant corruption, social sensitivity barren and various other cases of moral decadence. These symptoms according to Ahmad Mustafa (criminologist Indonesia University) due to the declining value of social and community life [7]

In connection with this, today's society felt that the implementation of education about values, attitudes and character of the institutions of formal education is very important, and urged increased intensity and quality. Formal education institutions, especially primary education (including JSS) as an official container coaching children and young people is expected to increase its role in shaping the character of learners through increasing the intensity and quality of education on values, attitudes and character. The government welcomed insistence by pouring the main target to be achieved in the curriculum in 2013, namely the formation of attitudes and character of the young generation [3]. The problem though in the 2013 curriculum has set the values of attitude and character become the main target of achieving the goals of education, have chosen learning model really be learning model, when it is applied, capable of achieving these objectives?

Educational experts generally agree on the importance of efforts to increase the intensity and quality of the attitude and character education in formal education. However, there are differences of opinion among them about the approach and mode of education. Associated with the approach, some experts suggest the use of moral education approaches developed in western countries, such as: the approach of cognitive moral development, value analysis approach, and values clarification approach. Others suggest the use of traditional approaches, namely through the planting of certain social values in self-learners. Attitude and character education in the school curriculum in Indonesia, the curriculum in 2013, developed a model of learning with the scientific method approach. Is the scientific method approach is able to achieve the

goal of education values, attitudes and character expected? Based on the study of various theories doubt that through the scientific method is able to achieve the goal of education values, attitudes and character expected. Step-by-step approach to learning that is applied to the scientific method, only able to familiarize learners scientific attitude in learning, namely the process of receiving, searching, collecting, formulate, and report information[4], has not been able to get used to the formation of attitudes as expected by the curriculum 2013, namely "respect and appreciate the teachings of their religion (fist core competence)" and the attitude expected by curriculum 2013, namely "respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual aid), mannered, confident, in interacting effectively with the social and natural environment in the range interaction and existence "(second core competence) [3]. The next question, what can the most appropriate learning approach be implemented in the implementation of the attitude and character education in Indonesia? Looking at the above-mentioned problems the researchers tried to research the development of attitudes and character education approach and its implementation in the attitude and character education for students in the JSS.

Conceptually, attitude and character education is the direct and indirect intervention by various institutions such as the family, religious institutions, and schools that affect developments in values, attitudes and character of a person, including developments in behavior, the ability to think about whether the issues right or wrong, the actual opinion right or wrong that someone hold [9]. He also noted that the formal purpose of education values, attitudes and character should take into account (1) the actual act of someone that contain the situation it was right or wrong. (2) The person's ability to think critically to moral problems, and (3) the opinions of actual moral maintained by the individual [8]. To achieve the goal of values, attitudes and character, experts have proposed various theories about moral education. In this article approaches the value of education, attitude and character will be based on studies and typologies of educational approaches by Superka, et al. (1976) in Huit (2004) He said there are five typologies that inculcation of values education, moral development, analysis, value clarification, and action learning approaches [6].

Inculcation Approach is an approach that gives emphasis on the cultivation of social values in self-learners. Approach to education about values, attitudes and character aims: (1)

instill certain values in self-learners; (2) changing social values unwanted learners toward the desired value. A lot of support in addition to criticism of this approach. Reference [6] says: most educators ... see values as socially or culturally accepted standards or rules of behavior[7]. Children actively incorporate these values into him naturally. While critics of this approach say (1) "believe that values originate in an omnipotent Creator. (2) This approach is seen indoctrination, not in accordance with the development of democratic life[7]. This approach neglecting the children right to freely choose their own value. Human life is different because of differences in time and place. We cannot predict the corresponding value for generations to come. According to the above opinion, every generation has the right to determine their own value. Therefore, the need to be taught to students instead of value, but rather the process, so they can find their own values, in accordance with the place and era.

Moral development approach is an approach to moral development that gives emphasis on the cognitive aspects and development. This approach encourages students to think actively about moral issues and make moral decisions. The educators who adopt a development perspective of moral values and character attitudes believe that moral thinking individual develops in stages through a particular sequence in making a moral judgment of a lower level toward a higher level [5].

Dewey first proposed historically cognitive development approach. He divided the children moral development into three stages (levels) as follows: (1) Stage *premoral* or *preconventional*. In this stage a person's behavior is driven by an urge that is physical or social; (2) Phase "conventional". In this stage, a person begins to accept with little critical value, based on criteria group. (3) Phase "autonomous". In this, stage a person to act or behave in accordance with the mind and judgment to himself, not fully accept his group criteria. While Piaget made a conclusion that, the development of cognitive abilities in children affects their moral considerations.

Value educational purposes according to the moral development of this approach are (1) to help students develop patterns are more complex moral thinking that is based on a series of higher moral values, (2) encourage learners to discuss the reasons why the choices and position their moral values, not only do share with others but also to obtain a change levels of moral values reasons learners.

This approach uses learning methods to provide moral dilemmas discussed in small groups to obtain answers argumentative and relatively structured and do not necessarily have to come to a right or wrong answer. Through the moral

argument is what allows children internalize the values of information received. However, something to keep in mind that for low-grade children of primary school age are still relatively heavy to be invited to think critically and argumentative and moral will is formed through habituation. Reference [13]) states that ... routines shape habits, which in turn establish attitudes[14].

Analysis approach places emphasis on the development of the learner's ability to think logically and scientific investigations, by analyzing the problems associated with social values. If the comparison between the value analyses approach to cognitive development approach, one important difference between the two that the analysis approach, more emphasis on the discussion of issues that includes social values. The cognitive developmental approach places emphasis on the moral dilemma they are individual. This means that the cognitive development approach and analysis approach have similar patterns of thought, both are just different targets. Therefore, both have advantages and disadvantages of similar applications. Advantages, this approach is able to develop critical thinking, while weakness, this approach is relatively difficult to be applied to the age of the children of low grade.

There are two main objectives of moral education according to this approach, namely (1) helps learners to use a scientific and logical thinking skills in analyzing social issues, which relate to certain moral values; (2) helps learners to use rational thinking and analytical processes, the connection between and formulate the concept of their values.

Values clarification approach is an approach to learning which gives emphasis on the business of helping learners to assess their own feelings and actions, to increase their awareness of their own values. The purpose of education according to the value of this approach, there are three, that is to help learners to be able to (1), be aware of and identify their own values and the values of others; (2) communicate openly and honestly with others, dealing with its own values; (3) using jointly the ability to think rationally and emotional awareness, to understand the feelings, values, and behavior of their own [8]. In accordance with its objectives, this approach will allow the child to analyze the truth-values he had, to be honest with yourself and others and able to think rationally and improving emotional awareness.

This approach contains two main objectives: (1) provide an opportunity for learners to perform moral actions, either

individually or jointly, based on their own values; (2) encourage students to see themselves as individual beings and social beings in association with others, who do not have complete freedom, but as citizens of a society [8]. In addition to applying learning methods applied in the value analysis approach and values clarification, this approach also, implement specific projects at school or in the community, and practice skills in the organization or in connection among [6].

This approach will be able to increase the awareness, willingness to participate in the social life of the community, but not all the values of social studies learning materials can be applied directly. As we know, that each of these approaches has advantages and disadvantages of each. By thus be necessary to develop an approach that contains all the goodness or the integration of the principles of the six theories. Principles of instructional or educational value, attitude and character as follows: (a) does not ignore the rights of the child learners to choose their own value (not indoctrinated); (b) emphasize the process can find the values of their own, according to the place and time; (c) encourage learners to think active, rational, analytical and argumentative in analyzing and making moral decisions; and (d) through moral argumentative, awareness of logical/rational, scientific and moral habituation acts (individual or group) students will internalize the values received.

Based on these principles can be rationally accepted that the value of learning approach, attitude and character of the applied science by integrating a whole repertoire of these theories (character, attitude and values with an integrated learning approach scientific values) would be the most appropriate approach in the implementation of education values, attitudes and characters in Indonesia. This approach will enable the fulfillment of the basic capital of the individual in the learning process both in attitude, knowledge and skills in addition to meet the growing efforts of the noble values of Indonesian culture and philosophy of Pancasila.

Based on the principles of values, attitudes and character learning, the team of researcher's works to develop learning approaches of values, attitudes and character based social studies curriculum material content 2013 for JSS students."

METHODS

This study was designed to (1) identify the weaknesses of the learning model attitude and character in the 2013 curriculum at JSS (2) develop a conceptual model of learning attitude and character that is able to instill the values and attitudes of characters contained in the content junior high social studies as a refinement of the model of learning achievement and attitude of the

characters in the curriculum of 2013. After (a) carried out research in the form of a forum group discussion (FGD) with teachers about the weaknesses of social science learning model attitude and character in the curriculum of 2013 and (b) found tentative models of learning attitude and character, then the model is tested by experts constructive theoretical and empirical values education in the field.

This research is a qualitative descriptive study. Therefore, this study did not use but population utilizing certain social situations (place, actors and activities) that interact synergistically [12]. This is due to the research of this kind is not to generalize the results to the population but to transfer the results of these studies to other places on the social situation which has similarities to the social situation in the cases studied [12]. The social situation is in the form of JSS education institutions, people (teachers and students) and interactive activities. With respect to the type of research that is applied then the sample was drawn purposively, i.e. data sources retrieval techniques with consideration criteria are practitioners of curriculum in 2013, especially social studies teacher and the administrator of secondary school education. Data were collected through focus group discussions, observation and interviews. Data were analyzed by descriptive qualitative and argumentative.

RESULTS AND DISCUSSION

Based on the results of research conducted through interviews and focus group discussions with teachers and social studies in junior secondary education administrator obtained seven the following findings: (1) the process of implementation of learning social science subjects in class implemented according to the guidelines contained in the book of teachers; (2) it is expected that the teacher before making the learning process in the classroom seeing core competencies, basic competencies, learning objective social science subjects, studying the subject matter of social science, and learning approaches and measures of social science learning activities, which are in teacher book; (3) the competency includes four competencies are competencies associated with (a) the vertical relationship - spiritual, (b) horizontal relationship -sosial and nature, (c) the development of knowledge and (d) the development of skills. Competence (a) and (b) referred to the competence of attitude. The contents of the competence of social science subjects JSS level is expressed as follows: respect and appreciate the teachings of their religion (core competencies -1); respect and

appreciate the honest behavior, discipline, tang-responsibility, caring (tolerance, mutual aid), polite, confident, in interacting effectively with the social and natural environment within reach of the association and its existence (core competencies-2); Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, arts, culture and events related to the phenomenon of the visible (core competencies-3); and tried, processing, and present in the realm of concrete (using, parse, compose, modify, and create) and the realm of the abstract (writing, reading, counting, drawing, and making up) in accordance with the learned in school and other similar sources in the corner view / theory (core competencies-4).

The results of further research obtained the following data (4) competency attitude is key competencies to be achieved in the study subjects. (5) Learning social science subjects should be presented using the scientific method approach, and using the model recommended in Curriculum 2013, the discovery-inquiry-based learning, problem-based learning, and project-based learning. Learning to use the scientific method is a learning approach that is designed so that learners actively construct concepts, laws, or principles through the stages observe, ask, gather information, associate and communicate.

In general, learning to use a scientific approach carried out through the following steps. (a) Learners conduct observations of a phenomenon such as image / video, surrounding environment to identify the things that we want to know from observation. (b) Students formulate questions based on things they want to know the students at the time of observation. (c) Collect data or information with a variety of techniques, such as reading learners books, searching the internet, interviews with speakers or observing in the field. (d) Analyze the data or information obtained from various sources to answer the questions that have been formulated to obtain a conclusion on answers to questions that have been formulated. (e) Communicate conclusions by presenting it to the class, stick to a conclusion on the classroom wall or place that has been provided as a means of learners.

Broadly speaking, the steps in the learning of social science subjects included three major activities, namely: Introduction Activity, Core, and Closing. Here is an example of the learning activities of social science subjects that use the scientific method to the sub-theme: "The quality of Indonesian population and the national movement."

Preliminary activities: (a) Learners with the teachers greet and pray. (b) Learners with the teachers condition / prepare the class. (c) The teacher gives motivation: ask for material that has been studied in previous meetings. (d) Learners

receive information topics and learning objectives of the teacher. (E) The students were divided into several groups, each group consisting of 4-5 people.

Core activities, consisting of activity: *Observing,* namely: (i) Learners are asked to observe the image 26 dioramas Youth Pledge. (ii) Based on observations diorama image Youth Congress, students were asked for discussing in groups and write down the things you want to know from observation. Example: What is the Youth Pledge, why should there oath youth, how the meaning of the oath of youth, and so on. (iii) Learners are encouraged to select whether the things they want to know is in conformity with the purpose of learning, if not, learners are asked to fix. (iv) If the things they want to know not all include learning objectives, then the teacher can add things that are related to the learning objectives.

Asking, namely (i) Learners are required to discuss in groups to formulate questions based on things they want to know from the observation map of the distribution of agricultural products in Indonesia. Questions directed to the substantive matters related to the learning objectives. Example: why emerging Indonesian national movement? What are factors underlying the Indonesian national movement? How does the Indonesian national movement take place? Why appear Youth Pledge? How is the significance of the oath of youth for Indonesian independence movement? (ii) One of the representative groups of students were asked for write the formulation of questions on the board. (iii) Students are required to discuss with the group to answer the questions according to what is known.

Collecting: students were asked to collect information/data to answer questions that have been formulated from a variety of sources, such as: reading learners books, search the internet or reading a book in the library.

Reasoning, namely, (i) Learners are required to process and analyze the data or information that has been gathered from various sources to answer questions that have been formulated (complete provisional answers that have been formulated in the group). (ii) Students are asked for discussing in groups to draw conclusions from the answers to the questions that have been formulated.

Communicating, namely: (i) Students in the group were asked to present the results of the conclusion of the answers to questions that have been formulated. (ii) The other group was asked for giving a response to the presentation of the results of the group conclusions. (iii)

Learners with the teachers take the conclusion in answer to the question.

Closing activities: (a) Learners are asked for reflecting on the learning process associated with the mastery of materials, approaches and learning model used. (b) Learners are given the message about values and morals. (c) Learners are given the task to enhance the results of the report group discussion about the answers to questions that have been formulated to be collected to teachers. (d) Learners are given the task for reading material in the next sub-themes.

Based on the experience of implementing the curriculum in 2013, when the FGDs were conducted, the social studies teacher said that in learning activities in the book is directed to the teacher asks students move explore, discover and develop the concept of knowledge and practice skills to communicate the concept of knowledge is found. While the execution of assessment, teachers were asked to assess all aspects of learning outcomes, namely spiritual attitudes, social, knowledge and skills. Recognized that through the implementation of a scientific approach will have impact on growing the social attitude is the attitude of responsibility and cooperation. However, the attitude of responsibility and cooperation to grow in self-learners only responsibility and cooperation in exploring and preparing knowledge, not the attitude of responsibility and cooperation as a whole as a social being. Though the core competencies expected attitude is (a) respect and appreciate the teachings of their religion; (b) respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual aid), polite, confident, to interact effectively with the social and natural environment within reach of the association and its existence. As a conclusion, they state that the expected characteristics of the scientific approach applied in the learning process of social science subjects will only be able to nurture and inculcate values or scientific attitude, not able to inculcate in full as expected in the core competencies.

Based on the experience delivered by the teacher when the FGD, it was found that there is a discrepancy between the contents of the learning competencies that will be implemented to achieve the expected core competencies with competencies that would be achieved. In the core competencies, disclosed that attitude achievement (both spiritual attitudes and social attitudes) became the main target would be achieved in the learning process, while learning activities with scientific approach only emphasizes the attainment of knowledge and skills. In the learning activity, students are not given the opportunity to explore, understand, and reason as well as how to apply the values contained in the subjects into everyday life. Because the

learning process students are not given the opportunity to explore, understand, and make sense of the values contained in the subject matter being studied and sought how the application of values in everyday life, it can be understood that the scientific approach as a model of social studies learning approach is not much help instill the values of the contents of social studies into self-learners. Applying scientific approach will only help the planting of values into attitudes and character of students is limited to the planting of values/scientific attitude. The attitude of responsibility, honesty and cooperation grows well only be a responsible attitude, honesty and cooperation in scientific situation. While the values contained in the content of other subjects are less embedded into self-learners. Other values embedded into self-learners happened accidentally or just a side effect of the activity of the learning process that is not intentionally pursued by the teacher. This happens because in the process of implementation of the scientific approach to learning with only familiarize learners behave scientifically in acquiring knowledge and skills. While extracting, understanding, reasoning and application of the existing value in the content is not done. This is based on the premise that attitude or character and only be embedded into one's self through the process of understanding, reasoning, and a sense of usefulness of the values learned. Sense of usefulness on these values make a person grow willingness to apply back repeatedly over the value he received. This repetitiveness then becomes a habit. This habit will grow the longer the energy in one's self in the situation becomes more and more there is something missing if they are not doing it. Conditions as it is called have become a character in a person. While the learning process with the existing scientific approach in teacher book, not seen giving instructions to the teacher to guide the learners to explore, understand, reason why it is said the values correctly, it should be done, maintained in everyday life.

In connection with these findings, then in the next FGD event, FGD participants tried to draft an integrated scientific instructional approach in the implementation of learning social science subjects. Integrative scientific approach is meant learning activities that not only develop a scientific attitude of learners in exploring, analyzing, organizing and communicating concepts learned knowledge, but also to explore and analyze the values contained in the lesson is being learned and how the application of the values that in everyday life at school, family and society.

In general, learning steps with an integrated scientific instructional approach is as follows.
Preliminary activities: (a) Students and teachers say hello, (b) The teacher recalls the concepts previously learned; (c) The teacher presents topics and learning objectives to be studied.
Core Activities: (a) Students make observations on a phenomenon that an image/video, neighborhoods to identify the things that we want to know from observation; (b) Students formulate questions based on things they want to know at the time of observation. These questions include questions related knowledge, skills, and values that want excavated from the contents of the subjects to be studied; (c) Learners collect data or information to construct the concept of knowledge, skills and values and attitudes that can be learned from the content of the lesson material resources through a variety of techniques; (d) Learners to reason with activities (1) analyze and conclude the data or information collected to construct knowledge and develop skills; (2) explore and discuss the values contained in the subject matter rationally why the values that need to be understood, implemented, maintained, and used as a handle to behave as individuals, groups and in public life; (3) developing a joint activity is a manifestation of values is reasonably acceptable; (e) Communicate conclusions by presenting it to the class (good conclusions about the concept of knowledge, skills development as well as implementation and preservation of the values obtained in daily life.
Closing Activities (a) Students are required to improve the understanding of the material that has been studied through a variety of learning resources; (b) Learners are given moral messages, encouragement to apply the design activities have been made; (c) Prayer together as gratitude for the grace of God the almighty one.
Follow-up activities
Recalled and monitored along with the learners to the application of the values that have been studied in daily life.

Furthermore, FGD (social science teachers) applied the learning approaches that have been agreed. The results showed that learners much faster growing spiritual attitudes, social attitudes (honest, discipline, tang-responsibility, caring, tolerance, cooperation), polite, confident, in interacting effectively with the social and natural environment in comparison with the application of scientific approach teacher in the book. This happens because the learning values and attitudes or character-based integrative scientific approach, learners are deliberately invited to explore, understand, make sense of the values contained in the subject matter being studied. Digging experience, understand and make sense of values that exist in the content of learning material makes

learners become totally accept or logical reason why such values that need to be viewed, copied and applied in society. This awareness makes students feel happy and want to maintain those values. In other words, this awareness makes the values embedded into itself or into the attitude and character of students. This is in line with the opinion of the Dharma Kusuma, Cepi Triatna and Johar Permana, that the logic and rationality that is the important measure to produces a rich person's decisions [5]. Someone will do and do it steady when everything done rationally acceptable. Examples of behavior can be easily accepted if anything; it has a sense of acceptance. Something that is accepted by the mind will develop in a person into something that is felt to be liked or disliked by her feelings. Something like will be a value that is a tendency attitude that encourages you to do and will even try to defend and fight for it. Reference [11] also said that the attitude contains cognition, feelings and behavior tendency to act on an object. Cognitive influence positive or negative feelings and feelings affect the tendency to act[21]. Affective-cognitive consistency theory suggests that the affective component of the attitude of the system may be changed by first changing the cognitive component through providing new information [10].

Individual attitudes toward an object depends on the information obtained from an object is perceived as positive or negative. Changes in individual cognition of an object will tend to result in changes in feelings and tendencies toward an object. Thus, the rational acceptability of information is considered as a positive or negative will affect the propensity to act on that object. In other words, the acceptance of information from the subject matter in the form of the values that have been analyzed rationally why it needs to be done, what are the benefits, how to do it by the individual concerned will strengthen the tendency to act or attitude towards these values. Decisions of the object to do something or not, maintained or not is determined by the rationality of the acceptability of an object. Decisions on the outcomes of learning something of value to be done or not, maintained or not is determined by the rationality of acceptance into a value that has been studied as something that is rational or not. If the value that has been received because of thinking rationally, perceived goodness and usefulness in life, done repeatedly over time it will become an ingrained habit. An ingrained habit has become a cultural meaning in life or has become a character in his life. Thus the

development of character through the learning process will be formed, when the learning process is done through an activity that makes learners become aware of what the nature of the study, what the values contained therein, where the values need to be emulated, why is the value that needs to be replicated and maintained, practiced in daily life repeatedly.

Ref (12) states that ... routines shape habits, which in turn establish attitudes. Ref [11] asserts that something good is seen to be done, and done repeatedly will become entrenched customs and or internalized in him, so that they feel reluctant and felt there was something missing when abandon, and feel the need to preserve and maintain the value. That is something that is obtained from the study of an individual will be a character in itself, if practiced in daily life continuously

CONCLUTION AND SUGGESTION
Conclusion
The results of this study showed that (1) scientific learning approach is only able to develop scientific attitudes of students, while sorts of other attitudes very less embedded into the self. (2) The application of the integrated scientific learning approach is able to instill the values of attitudes and characters contained in the content of social studies to the student intact.

Suggestion

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THE ROLE OF CHARACTER EDUCATION IN DEVELOPING STUDENTS' BEHAVIOR

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ABSTRACT

Character education is a fundamental which needs to be reinforced since the early age among the people of Indonesia in order to prevent character degradation. As a nation that holds eastern culture with holistic living order, the people of Indonesia should defend themselves from the degradation of character. Character education is a continuous and endless process as a part in preparing the generation which represents the people of Indonesia, based on the philosophy and cultural-religious values of Indonesia. The position of character education is higher than moral education, since character education not only deals with right or wrong, but also how to internalize the habits on doing goods in daily live, so that the students would have high awareness, sensitivity, understanding, care, and commitment to implement it in everyday live.

Keywords: character, education, students', behavior.

National education holds a noble aim for the students: developing an individual who has knowledge, improving student's technical skills, developing firm personality, and establishing a strong character. According to the laws Number 20 year of 2003 about National Education System, national education is aimed to develop students' potency to be a faithful and pious person to the God, has good character, healthy, full of knowledge, skillful, creative, independent, and become a democratic and responsible citizen. Various changes in the education system in Indonesia alongside the changes in curriculum is a part of character building which is presented in the learning from the early age to the university level.

The current problem is that the people lose their trust towards the government so that a small problem becomes bigger, which results to the unnecessary conflicts. Declaration of Nation's Culture and Character Education which was established in 2010 by the government as a national movement, became a basis for the nations that character education is highly needed. It was because there were many arrogant actions caused by unnecessary small problems. Some arrogant actions of the university students described the degradation of the nations' supreme values which had been known that Indonesians are respectful, well-mannered, and cooperative. The degradation of the character is marked by the existence of dishonesty, injustice, ill-manner, anti-sociability, and the disappearance of togetherness in many aspects of life.Based on those phenomena, the government establish the importance of character education, especially the character of university students. The effort to re-build the nations' character is by improving education system which emphasizes on character education. Character education is essential for the university students since they are the idealist generation with lots of strength and potency.

DEFINITIONS

Education is a process that an individual go through in order to be a better person according to their human potency. Its important role is to characterized human character.

In Indonesia, education hold these following functions: developing people's competence and shaping their character to achieve the nations with prestige and highly educated; developing students' potency to be faithful and pious to the God, has good character, healthy, full of knowledge, skillful, creative, independent, and become a democratic and responsible citizen (Laws Number 20 year of 2003 about National Education). The position of character education is higher than moral education, since character education not only deals with right or wrong, but also how to internalize the habits on doing goods in daily live, so that the students would have high awareness, sensitivity, understanding, care, and commitment to implement it in everyday live. In other words, character is the nature of an individual to response situation with moral, in which a person acts in a well manner, honest, responsible, respectful to others, and so on. It is in line with Aristoteles' idea that character is highly related to habitual activity. Character is inherent aspect of an individual which is very unique that it could differ from one person to another. Consequently, the character is closely related to an individual's personality. Though each person's character is unique and different, there is general character which represents particular group

of people, called nation's character. Since character is related to personality, a person is called a person of character if his actions represent proper ethics and moral. The habit of doing good deeds does not guarantee that a person respect the importance of character values. It could happen because the good deeds are due to some pressures and feelings of beingintimidated. In this case, character education not only includes knowing the good, but also desiring the good, or loving the good and acting the good. Megawangi, the initiator of character education in Indonesia, arranged pillars of good character which should be the basis for character education in the school or outside the school. The pillars are stated as follows: 1) love to the God and the rightness, 2) responsible, discipline, and independent, 3) trusted, 4) respectful and well mannered, 5) affectionate, caring, and cooperative, 6) confident, creative, and persistent, 7) fair and possess leadership spirit, tolerant and loving peace.

Character education in Indonesia has been taking place for a long time, before Indonesia declared its independence day. Ki Hajar Dewantara as the Hero of National Education internalize character education as the basis of Taman Siswa in 1922 with these following principles: 1) someone's rights to organize themselves to promote unity in everyday live, 2) teaching means educating the children so that their spirit, mind, and energy are freed, 3) education should be in harmony with life, 4) the culture in accordance with the nature of life should be able to provide peace of life, 5) we need to work according to our capability, 6) we need to be independent, 7) we should give service to the students

Dewantara perceived education as a process of empowering people with relevant competence so that they have competence to survive in their lives and they could achieve tranquility, comfort, and happiness of their physic and mind.

Character education is a system of internalizing character values towards the students which include: awareness, understanding, care, and commitment to implement those values for God, themselves, others, their environment, and the whole society, so that and individual would be a complete person according to their nature.

Furthermore, character education is aimed to improve the quality of the process and the result of education which lead to character building and the personality of the students, according to the standard of competence.

Through character education, the students are expected to independently improve and utilize their knowledge and internalize character values.

In general, character education emphasizes on the good examples, environment-shaping, and habit-forming through knowledge works and conducive activities. The existence of conducive environment is essential to shape the students' character.

The indicator of the success of character education in the school could be identified by these following behavior in everyday life: 1) awareness, 2) honesty, 3) sincerity, 4) simplicity, 5) independence, 6) care, 7) the freedom of actions, 8) carefulness, 9) commitment

In regards to the development of character and personality among university students, the following are the stages of systematic and continuous program for character education in the universities: 1) The first stage, from the first semester to the third semester is learning to find the students' true self. It teaches the students to find their true self with both of strengths and weaknesses. 2) The second stage, from the fourth semester to the sixth semester, the guidance to shape students' creativity and innovation. The learning process is developed to prepare and create a condition in which the students' creativity and innovation are improved and the students could actively participate in learning activities and studentsactivities. 3) The third stage, from the seventh semester to the eighth semester is the stage which develops the spirit of entrepreneurship, leadership, and management among students. In this stage, the character building focuses on the training of leadership, communication, and argumentation skills.This is the last stage of character education in the university.

The capacity of an individual could be determined by the accumulation of two functions: hard skills and soft skills. Character building is a part soft skills. Strong competence without good character could be categorized as a weakness. A person with fair competence with strong character could be categorized that he has great potency.

Character building for young generation is an important matter for a nation that it could determine the future of the nation. However, the globalization era has put young generation in Indonesia in the middle of the great flow of information and technology. As a result, the western values could directly and indirectly influence them.

Character building for young generation should be seriously carried out by the fact that young generation has important roles to build the nation. According to Hatta Rajasa in www.sek.neg.com, the functions of young generation in the nation's character building are: 1)

Young generation as character builder. They should build positive character of the nation, such as improving and preserving positive character for the independence of the nation according to Pancasila, so that the nation could stand firmly in the middle of globalization. 2) Young generation as character enabler. The function is to empower the character continuously, by becoming role model of character building for the sake of the nation's future. 3) Young generation as character engineer. Young generation should be the lead of the nation's competitiveness. They should learn continuously so that the nation could adapt to the advancement in the world.

In the universities, character building relies not only on the students, but also on all of the academic parties, including the lecturers. The good lecturers would be the good example for the students.

THE IMPORTANCE OF CHARACTER EDUCATION IN THE UNIVERSITIES

Specifically, Indonesian government through the national policy on the nation's character building, emphasizes the importance of character education for the nation because of these reasons: (1) disorientation and lack of comprehension on the values of Pancasila; (2) the limitation of policy units to bring the values of Pancasila into reality; (3) the shift of ethics in the middle of living in the nation; (4) the decreasing awareness towards the values of nation's culture; the threat of disintegration; and (5) the debilitation of nation's independence (The Main Book of National Policy on Nation's Character Building 2010-2025, cited in Siswanto 2011). Laws Number 20 year of 2003 about National Education System stated the functions and the aims of national education. The functions of national education are developing the competence, shaping the character, and forming noble civilization to educate the nations. The aims are developing the potency of the students to become a citizen with good manner, healthy, full of knowledge, skillful, creative, independent, democratic, and responsible. The Government Regulation Number 17 year of 2010 section 84 verse 2 stated that the universities set the aims to shape a student who is faithful and pious to the God, well-mannered, healthy, full of knowledge, skillful, critical, creative, innovative, independent, confident, having entrepreneurship spirit, tolerant, having social and environmental sensibility, democratic, and responsible.

Based on the Laws of National Education System year of 2003 and Government Regulation Number 17 year of 2010 above, it is clear that the government provides concrete supports for character education. The success of an education institution relies not only on the mastery of the knowledge, but also the character building for the students. Therefore, character building is essential for the level of elementary school until at the universities. However, the implementation of character building is still stuck at the level of elementary and secondary schools. It has not reached the university levels.

The important thing is that we could not neglect the character building in the universities by perceiving that the character has been built when the students were at the schools, that the character building is the responsibility of the parents and the education institution below the universities, and that it is a huge demand to provide graduates that fit the needs of the market. As an institution that creates human resources who would support the quality of the human resources in Indonesia, the universities hold the responsibilities from the Laws of National Education System year of 2003 and Government Regulation Number 17 year of 2010 about higher education. The data from the index of human empowerment or human resources, in 2011, the position of Indonesia was below Malaysia (61), Singapura (26), and Brunei Darussalam (33) (cited from neraca.co.id on 17 April 2012). In addition to that, the degradation of moral in this country makes the effort of the nation to become a noble society becomes more difficult. Character education at the university level would be a complement to rebuild and reshape the character, because character is dynamic, it could be in a better state, or it could be worse by the influence of the surrounding.

Moreover, the absence of coordination on which character that will be built in the elementary level and secondary level makes the universities as the final education institution to complete the puzzle of students' character to become complete and firm. As a result,the graduates of the universities would possess both good knowledge and character so that they could perform as a good citizen with their own specialties.

Therefore, if the universities do not arrange character education program but integrate it in the existed standard of curriculum, they need to examine the contents of the course on character development and bring it back to the character building based on the Laws of National Education System.

THE ORGANIZATION OF CHARACTER LEARNING

In order to achieve optimum character learning, it should be properly organized and managed. There are five aspects related to the organization in the implementation of character

education: First, the Implementation of Learning. Character learning should be adjusted to the needs and characteristics of the students. Therefore, the principles and procedures of character learning should be the basis that should be understood by the lecturers, teachers, facilitators, principles, school supervisors, and the educational personnel in the education institution. In accordance to that matter, character learning should consider the following: 1) integrating character values in every learning activity and the society environment around the education institution, 2) identifying the character which suits the needs and the problems of the students, 3) developing indicator for each character so that it would be relevant to the development and needs of the students, 4) arranging clear structure of organization and job mechanism and establishing cooperation among facilitators and other educational personnel to build the students' character, 5) recruiting educational personnel who possess knowledge, skills, and manner based on their roles and functions, 6) completing adequate structure and infrastructure for learning, such as libraries, laboratories, center of learning resources, technical and administrative tools, and adequate classrooms, 7) evaluating learning programs periodically and continuously to identify the effectiveness of character building.

Second, training programs on the expertise, manner, personality, competence, and skills are essential to achieve successful character education in the schools. It is because it is related to the job description that would be carried out by each educational personnel.

Third, The optimal utilization of environment and human resources. The cooperation between the facilitators and educational personnel to utilize the physical and social environment is needed to obtain qualified character education.

Fourth, the development of school policies. The clear and good policies would provide the fluency and ease in implementing character education, such as: 1) programming the changes of curriculum, 2) planning the operational cost for character education, 3) improving the quality of the teachers and facilitators so that they could work professionally, 4) providing adequate structure and infrastructure for learning activities and character building, 5) establishing cooperation with related parties in terms of character education.

Sixth, the limitations of character education are classified as follows: 1) Character education asks for critical awareness towards the students, in which this needs a long time to build their character more than conventional education. 2) Character education demands skillful and professional educational personnel. It is because they should create conducive environment to support the success of character education. 3) The success of character education in the school is highly supported by the educational structure and infrastructure. 4) The false justification to the students would hinder the implementation of character education in the school. 5) Giving good examples to the students should be used as a school agenda in terms of character education.

CHARACTER EDUCATION AT THE UNIVERSITIES

The world of education holds great responsibility towards the development of young generation and the emerging of destructive, anarchy, and radical behavior. Based on these facts, the whole educational stakeholders should provide more attention and guidance towards the students in order to shape their mind and behavior according to the laws and regulation. The educational personnel are responsible to build the character of their students.

It is wrong if the educators stop the character education at the high school level. There are lots of university students with low level of confidence and they would like to seek for their true self, unfortunately, they stumble into negative deeds. The high level of lecturers' trust towards the students that they could manage themselves is often being misused. Those two matters are being the main reason of the importance of lecturers' guidance to the students. Character education is crucially important at the university level in order to strengthen the mental of the young generation so that they would have good character alongside the high spirit of patriotism and nationalism. The universities as the higher level of education are responsible for its participation in nation's character building. Educators in the universities are professional educators and expertise whose main roles are to transfer, develop, and spread the knowledge, technology, and arts through education, research, and community service (Three Dedication of Higher Education). The educators in the universities are the teachers, educators, and trainers who develop students' cognitive, affective, and psychomotor aspects. Those aspects are the entrance for the implementation of character education at the universities in Indonesia.

Character-based education would be a national movement starting from the academic year of 2011/2012. It begins from the early age education until the universities, including formal and non-formal education. It was stated by the Minister of Education, Mohammad Nuh, in his

written speech on the National Education Day, 2 May 2011. Furthermore, he explained that character-based education is absolute with all of its variation and dimension.

Character development at the university level consists of three stages: 1) Early Stage. The development of the character emphasizes on the awareness of status-changing from the students to university students which have a set of consequences and responsibilities. 2) Middle Stage. This stage emphasizes on the process of learning independently, trains the university students to socialize with others and develop their sensibility. 3) Final Stage. At this stage, the process of character development is more focused on the quality of the graduates.

Based on the Laws of National Education System year of 2003 and Government Regulation Number 17 year of 2010 above, it is clear that the government provides concrete supports for character education. The success of an education institution relies not only on the mastery of the knowledge, but also the character building for the students. Therefore, character building is essential for the level of elementary school until at the universities.

CONCLUSIONS

Character education makes somebody realizes not only their obligation and how to take their stand among various problems, but also teaches to face their life with awareness, sensitive to the values of sociability, and responsible for their actions. Character education needs to be implemented as continuous education from secondary education and is an exact choice to strengthen the nation's character. The universities are expected to create the students with integrity, honesty, creativity, and productivity. The education which could improve the nation's intelligence and character-based, is expected to be the pillar of the nation's renaissance.

REFFERENCES

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LEARNING METHOD BASED ON LOCAL WISDOM FOR LANGUAGE LEARNING JAVANESE

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ABSTRACT

The success of learning process is determined by the use of learning method, that teacher's used to explain the materials. A good learning method is when that method can make the student know the competition materials easily, so they can reach the goal of learning. The instructional purposes of Javanese language learning not only practice language skills, but also embed the sense of belonging with Javanese language and culture. One of the other way, to reach that point teachers can use learning method based on Javanese local wisdom. This matter can be done with developing the existing learning method (like jigsaw, NHT, make a match, TGT, etc.) then combine with some elements of Javanese local wisdom. Such as, jigsaw learning method combines with wayang. The aims of the Javanese local wisdom elements integrated on learning methods are for embed-knowing Javanese local wisdom to the students. Considering of phenomena, in this time most of the young generation who already eroded the sense of belonging with their own culture, especially the Javanese culture. By applying learning method based on local wisdom Javanese indirectly can be used for re-actualizing knowledge of Javanese culture.

Keywords: learning method, local wisdom, Javanese language and culture

A learning process, incidentally involve multiple devices, both physical and non-physical in the learning process. Things such as teachers, students, classroom facilities, media, and learning aids are physically present in the learning process. The other elements, that non-physical which also contribute to the learning process include curriculum, regulations, strategies, approaches, and methods used by teachers. In addition, cultural and social environment around has an impact that could be considered significant. And in fact, a factor that often makes a distinct learning from one and another is the social and cultural elements underlying the teaching and learning activities.

In presenting a lesson, teachers should pay attention to the non-physical component, such as teaching methods and approaches used in presenting the material. In essence, not all learning methods can be used to achieve specific learning goals. Of course, be adapted with the characteristics of learners, learning materials, and the environmental context in which learning takes place (Yaumi, 2015:190). Referring to the explanation above, it can be said that there are many considerations in choosing teaching methods on learning process. Included also contextualized of learning environment unit.

Language learning as revealed by Haryadi, Musfiroh, and Endraswara focuses on cognitive abilities in two major domains, that are actively receptive and active productive that includes sub-cognitive, cognitive, and communicative abilities (2015: 23). Furthermore, the teaching of the Javanese

language that refers to the East Java Governor Regulation Number. 19, 2014, shall be taught starting from the level of Elementary School (SD / MI) to High School (SMA / SMK). Furthermore, it is mentioned that the local content of learning the local language –in this context is the Javanese language– directed so that students have the ability and skills to communicate using the language properly and correctly, both orally and in writing, and to develop an appreciation of literature and local culture. Thus, the main purpose of learning the Javanese language, in addition to developing student's language skills also have to integrate material on culture in it. Specifically, it would be able to build a love and belonging of Javanese culture. So that the students know the elements that exist in Javanese culture even able to preserve Javanese culture. If this point can be achieved, there will be a good cultural regeneration that will make a culture still exist.

Planting the knowledge about a culture cannot be removed with an understanding of the cultural components that are involved in it. Kluckhohn (in Setyawan, 2016:14) outlines the Universal Categories of Culture or Seven Elements of Culture that are universal, such as: 1) Equipment and supplies human life (clothing, housing, tools, household, weapons, means of production, transport, etc.); 2) livelihood and economic systems (agriculture, animal husbandry, production systems, distribution systems, and so on); 3) the social system (kinship systems, political organization, the legal system, the system of marriage); 4) languages (both oral and written); 5) arts (art, sound art, the art of movement, and so on); 6) the knowledge system; and 7) religion (belief system). All are the

product of a culture that shapes and different variety each area, or hereinafter referred to as local wisdom.

Local wisdom is a form of cultural specificity which only found in certain area. This refers to the word "local", which refers only to a particular region or certain area. Local wisdom is the local knowledge that is so integrated with the system of beliefs, norms, and culture and express in the traditions and myths espoused in the long term, (Rusilowati, 2015:43). Further explained that the form of local wisdom can be a tradition (which is reflected in the values prevailing in a particular society), physical objects (such as buildings of heritage, traditional houses, traditional weapons, etc.), can also be reflected in an act or behaviour routine performed by a society as a manifestation of the views of life and belief espoused.

In Javanese culture, a form of local wisdom is very diverse, ranging from the form values and way of life, as stated in *sesanti, paribasan, wewaler, myths,* and *gugon-tuhon* already contained in the pattern of the Javanese communities who still adhere to the teachings of the ancestors. Not only that point, forms of the Javanese community work like artwork, excellent craftsmanship, architecture, art and literature are many and varied. Javanese cultural products, today more and more are not known by the Javanese communities, especially the younger generation. Terms such as *Wayang, Sesanti, Tembang Dolanan, Tembang Macapat,* is seems to be a foreign term. This phenomenon occurred because they –young generation– are more familiar with the terms that originated the term culture from the outside. This fact cannot be denied as a result of technological developments and rapid information, and is not accompanied by self-control and filter based on principles and ideology of Javanese culture.

Another underlying factor disintegrates cultural phenomenon in the younger generation is less intensive education on insight into the local culture. Either in the family environment or in the school environment influences. Though both of the environments are determine the developing mind-set and character of the child, especially in adolescence. Therefore, the need for intensification of educational and cultural character that refers to the cultural local wisdom in the formal school environment. To embed and deliver material relating to local culture, the teacher must have a strategy that is appropriate so that the results obtained are truly significant. Thus, students or incidentally young generation have a comprehensive understanding

about Javanese culture, not only partial but also temporary.

A professional teacher should be able to package a learning becomes fun and improve student interest. Teachers like the view Nurhasanah, Wurianto, and Arifin (2014:268) should be able to create an atmosphere of learning attractive and fun so that students are willing to learn well from guidance and direction in accordance teachers. Furthermore, they explained that the existence of a learning media will be able to teachers in presenting the material and students more easily understand the material that was submitted. To that end, the need for better collaboration between the selection of learning methods and learning media are used, even if the teacher can bringing the eminent props to support a subject matter.

DISCUSSION
Concept Learning Method, Learning Media, and the Teaching Props

The learning method is definitively a tool or method used by the teacher in delivering a learning material in the classroom. Reinforced by the opinions Ngalimun, who defining the methods as ways of presenting learning process to the learner for achieve its intended purpose, (2014: 9). Learning methods also function in helping to package a learning process of learning becomes more effective and does not seem monotonous. For example, if the teacher explained simply by using the lecture method without involving students in discussions, the learning environment becomes ineffective. Learning will take place only in one direction, than did students become bored because they do not seem to be involved in the learning process. In contrast to when using the method of discussion, the students will be impressed enthusiastic in participating in learning because they feel included. Moreover, given the problems that must be solved as if the ability to make students feel valued and given the way to reveal their creativity in solving the problems independently together with their peers. In the end, the students gain an understanding of the concept and the material being studied.

Learning methods are varied, it also gives the spirit of learning to the students. Because each meeting they will surely wonder what methods will be used by teachers, so that student's interest and enthusiasm of each meeting remains consistent. Learning method is more effective when combined with the use of learning media and teaching props. Good learning media will be able to stimulate the interest of learners by engaging their senses. Good learning media not only deliver the material, but also to be able to excite the imagination, interest in

learning, and bring students into a learning fun and exciting.

Not only refers to the above functions, the presence of media can be used to clarify information, increase effectiveness and efficiency, increase the variety of learning, and provide a wider horizon than what the teacher without the media, (Haryadi, Musfiroh, and Endraswara, 2015: 23). In addition, the media can also provide long-term knowledge to students. Regarding the media, many people equate with the teaching props. The second term is almost the same, because it refers to a device or object. However, in truth the two terms are different. The difference between these is a function, not on the substance or the object itself. Something called the props when it functions only as a tool only, and is called when the media is an integral part of all learning activities, and no division of responsibility between teachers on the one hand and the media on the other hand, (read: Anitah, 2012). Apart from that perspective, both media and props essence in learning have the same position, which can equally be used to help assist present the material to students.

Method of Learning, Learning Media, and Teaching Props Based on Local Wisdom

In teaching methods, teachers may use more than one method in a learning process. For example, a teacher in a learning process using lecture and discussion method, which is packed into a jigsaw cooperative learning model for teach the material. This is fine, as long as the selection of proper methods and in accordance with the learning material is taught, and can facilitate the students understand the material. Once I emphasize, that the teacher's skills in choosing teaching methods determine the success or failure of a lesson. It including in choosing and using the media as well as props.

Learning the Java language, as already disclosed in the previous discussion has the ultimate goal is not only to develop student's language skills but also develop values that in line with Javanese culture. This of course should be a good teacher attention in selecting methods, media, and props are used. Teachers not necessarily used methods and media that are already common, but also have to be adjusted to the rules and norms of Javanese culture. Or it could be said, the selection of methods and media to be innovative, but not to leave the elements of local culture. Refer to that point, the need for integration of the forms of local wisdom in the Javanese culture methods, media, and learning aids.

Integrating form of local wisdom of Javanese culture does not change the essence of the method already, but are modified so as to create a learning method that contains elements of local wisdom of Javanese culture. On the media selection and props of course can use the products of Javanese culture, such as the use of *wayang, gamelan,* or even teachers can develop media and props from the original products of Javanese culture. This concept is called by Zuriah (2014:176) with etnopedagogi term, which is a notion that looked at elements of knowledge or local knowledge as a source of innovation and skills that can be empowered for the welfare of society. To be able to give a concrete outlook on methods and instructional media based on local wisdom, following the author will give a few examples of learning methods that have been packed with local knowledge.

Wayang Jigsaw Learning Method

Type of jigsaw cooperative learning methods are well-known in academic circles, be it teachers, lectures, and students. Jigsaw is a teaching-learning method with syntax as follows, providing information materials, create a heterogeneous group, then each student assigned to discuss a specific field, create a group of experts, exchange information, and then back to the early groups to convey the material obtained from the expert group, conclusion and concludes with an evaluation and reflection by teachers, (Ngalimun, 2014:169). The procedure is the activity in the learning process using the jigsaw. If we are going to develop a model based on local wisdom jigsaw (*Wayang* Jigsaw) learning procedure will not be changed, but modified by incorporating elements of *wayang* in it. Of course in this case need some tolls for props such as a doll or puppet characters image.

The steps of teaching-learning process use puppet jigsaw method are as follows: (1) participants were given materials and guidance before then divided into heterogeneous groups, (2) each group was assigned to discuss a particular matter, was also given a *wayang* characters with the information engaged with the puppet characters, such as his name, his kingdom, how nature and character, as well as some other information. Keep in mind the *wayang* characters of each group must be different, (3) once students find information on the matter mandated by the teacher. Students then spread into the expert group to the concept of information exchange activities of the group came from, (4) before expressing the concept given by the teacher, each student assigned to describe the *wayang* characters according to pictures taken in each group in turn each group of experts. Continued discussion and convey to each other about the concept of information from the teacher, (5) furthermore, after finishing the discussion in expert

groups of students back to the original group and convey the concept of what is obtained from the expert group. Of course also conveys a description of the *wayang* characters from each group.

Wayang jigsaw activity, but used to convey the specific learning materials are also used as the integration of knowledge on *wayang* characters to students. This is because the existence of *wayang* (both characters and story) among the younger generation have started extinct, they prefer to see modern performances (modern dance, movies, concerts) than watching *wayang* show that in fact containing many moral values. Furthermore, this method can also be used to develop the nature and character of students, because by knowing the nature and character of each *wayang* characters (both good and bad character) can be used as a reference in action in their daily lives.

Learning Method of Make a Match Dolanan

Make a Match Learning typically by using a card that contains the problems and another card that contains the answer. Then each students seeking a partner to the question of who gets the card. Make a Match *Dolanan* also does not change the essence of the method Make a Match. However, such methods *Wayang* jigsaw, only slightly modifying procedures and learning activities combined with traditional game or called a *Dolanan bocah.*

The phenomenon of *Dolanan Bocah* starts to isolate among children. The main factors that affect disintegrating of *dolanan bocah* is the development of technology that is not addressed wisely, either by parents or by the child himself. Parents are no longer know-taught forms *dolanan bocah* told her and prefers to introduce technology in the form of gadgets. The reason for *Dolanan bocah* is not considered relevant to do in this era of sophisticated, they will be proud when the children were able to operate the gadget at an early age due to be rendered technological literacy. Regarding traditional games, Piaget asserts that traditional games can shape and form the concept of cognition skills that can foster creativity and intelligence children, (Yudiwinata & Handoyo, 2014: 2). In addition, in *Dolanan Bocah* (traditional games) has enormous cultural value because it contains folk songs as accompaniment of *Dolanan bocah*. Traditional games will be able to develop a child's character and build a love of their own culture.

Integrating *Dolanan Bocah* in methods make a match of course does the process of adjustment and modification. Methods make a match main characteristic, namely the use of media in learning cards must be combined with a *Dolanan Bocah* containing elements of movement and song.

Steps for implementing the method *dolanan make a match* of this can be illustrated as follows: (1) students explained the matter and learning objectives to be achieved in the learning process at the time, (2) formed group whose members adapted to the number of students (average amount earned each group). Then divide the coloured cards in each group according to the material being studied. Each group then demonstrated one form of simple *dolanan bocah*, such as *Cublak-Cublak Suweng* or *Jamuran*. While playing each students rotate the card alternately to the other in their own group, (3) when the song was finished, the teacher mentions random colour. Students who hold coloured cards as mentioned by the teacher then look for a couple or answers of questions contained in the cards in his hand, (4) if just met the right card, the students then gathered with his partner and discussing the concept of the material that they have just discovered, (5) other group members are still holding back cards demonstrate a form of *dolanan bocah* to completion. Then followed the teachers mention the colour of the card and the card owner looking for a partner who is in the other groups to find answers to questions or concepts that exist in the cards in his hand, (6) this activity continues to be repeated until the card contained in the group exhausted and students may find the concept of the lessons learned at the time. Furthermore, teachers provide learning reinforcement and reflection on the newly implemented.

The output of the learning method make a match *dolanan,* besides achieving instructional objectives, which students can master a new concept of the subject matter, it is also used as a means of renewal of elements of Javanese local wisdom that is *Dolanan Bocah.* Another advantage of this use can make the learning environment more attractive, interactive, and meaningful.

In addition to some of the above learning methods, teachers can choose and combine their own methods, media, and props in the learning process. Other examples of methods that have been modified with elements such as the Javanese culture: (1) **Numbered Head Together Aksara Jawa** *methods,* the method Numbered Head the numbering of each member of the group to use a figure of Aksara Jawa, (2) **Role Playing Ketoprak method**, is students are guided to bringing some of the characters in the story *kethoprak* to determine the nature and character. Learning by using role playing *Ketoprak* demanding students played several characters in the *Ketoprak* story and not to misinterpret both the nature and character. This is because the majority of the characters in *kethoprak* a real character who ever lived in the past. So they

can also learn the historical story from this. For the application of role playing *Ketoprak* method is requires intensive guidance of a teacher.

The following were outlined some form of learning methods based on local wisdom of Javanese culture. Actually, to make a design learning method based on local wisdom, if the teacher has a critical and creative skills. The role of the teacher in the learning process is very important, because the teacher is the first and foremost that directly interact with students in the classroom. Therefore, teachers are the cornerstone for the success of the learning process, (Rival, 2013:146). The creativity of teachers in developing learning tools that can integrate multiple payloads into subjects of teaching is required to be able to streamline processes and facilitate student learning goals and learning competencies.

CONCLUSION

The learning method is actually the means used by teachers to design learning process in order to facilitate the students achieve instructional goals. Teachers should have a good competence in selecting teaching methods are used, then combined with media and learning props. In choosing the method the teacher should be guided by the objectives and competencies to be developed as well as referring to the context of learning in the education unit. In addition, teachers should also refer to the external elements of education, such as the socio-cultural environment, the ideology of the community, as well as regulations surrounding the educational unit. This is because the essence of a learning process not only material transfers, but also transfer the moral values to students.

On learning the Javanese language, in addition to developing students' language skills (listening, speaking, reading, and writing) also aims to transfer knowledge about the values and knowledge of Javanese culture. Whether it's about the culture in the form of physical (objects of cultural products, traditional houses, literature) as well as in the form of non-physical elements, such as life philosophy, ideology, and public opinion. It required an instructional design elements based on local wisdom in it.

Integrating elements of indigenous culture in the learning Java will not change the essence of learning methods, but only modify it to suit the views of Javanese culture. The learning design remains the same, the procedure may be slightly different, as the use of some elements of Javanese culture. The learning method that already exists then combined with elements of Javanese local wisdom so that can make the

form of learning method more newly and efficient. The elements of Javanese local wisdom can be used as props, learning media, learning resources, and even can be used as a learning procedure. This is because the elements of indigenous Javanese culture very much and varied.

Teachers when developing the method firstly have to know the learning objectives and competencies will be developed. After that teachers just pick and choose the method that will be used in teaching-learning process. Furthermore, teachers choose and determine one of the elements of Javanese culture is combined in a learning method that has been determined. Of course elements that supports their local wisdom and related with the material being studied. In this case, the element of Javanese local wisdom are more flexible and follows the existing methods. So, once again the expertise of teachers in presenting and bringing the learning materials combine with elements of local culture is very influential to create a new quality of learning methods and appropriate.

Methods such as *Wayang Jigsaw, Ketoprak Role Playing, Make A Match Dolanan, and Numbered Heads Together Aksara Jawa* are several learning methods that have collaborated with the elements of local wisdom from Javanese culture. For that to the readers, especially teachers and lecturers are expected to develop new learning methods based on local wisdom of Javanese culture. Of course, in developing such methods should be based on several factors, such as learning goals, presentation materials, state of learners, school facilities and infrastructure, the effectiveness of the time, as well as socio-cultural background of education unit. Even geographic aspect sometimes also be a limiting factor to use a method of learning.

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THE INFLUENCE OF PEDAGOGIC COMPETENCE AND SCHOOL CULTURE THROUGH WORK MOTIVATION TOWARDS WORK PRODUCTIVITY OF STATE ELEMENTARY SCHOOL TEACHER

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ABSTRACT

Pedagogic competence, work motivation and organizational culture are the important matters that needed in order to develop work productivity among teachers. This study aims to determine the effect of pedagogical, organizational culture and work motivation toward the productivity of elementary school teachers, either directly or indirectly in the district of Baraka, Enrekang, South Sulawesi. This study used a quantitative approach and correlation method to find out the causality of several factors that affect the teachers' productivity. The population of the study were 236 elementary school teachers in the district of Baraka, Enrekang, South Sulawesi, while the samples were 142 civil servant teachers who randomly chosen. The data were collected through questionnaire. The data analysis was path analysis assisted by the computer programs IBM SPSS Statistics 21 software. The results of this study showed; (1) there was a significant direct effect of pedagogical competence and school culture toward the motivation of working with the significance value of 0.021 and 0.000, in the range of tolerance 0.05, (2) there was a significant direct effect of pedagogical competence, school culture and the motivation of working toward the productivity with the significance value of 0.000, 0.037 and 0.023 in the range of tolerance 0.05 and (3) there was an indirect effect of pedagogical competence and school culture through the motivation of working toward the productivity by 0,032 and 0,081. This study explained that, if the pedagogic competence, school culture and work motivation were simultaneously enhanced, it will be significant and meaningful for the teachers' productivity. It is recommended to teachers of elementary school in the District of Baraka, Enrekang, to improve the pedagogical competence by pursuing studies, join actively in workshops, educational training, seminars and teacher working group activities. Supervisors and principals should encourage the teachers in applying the inspiring, educated and fun learning methods.

Keywords: pedagogic competence, school culture, work motivation, work productivity.

One of the fundamental crisis that effects the education in Indonesia today is the problem of the terribly low educational quality (Tilaar, 2011: 150). Education is a vital sector in citizen's general development, thus it is a necessity to make education a top priority to be addressed at the forefront as the door to civilization and modernization of any country. Enhancing productivity in the field of education will only be realized if teachers have a well-qualified competence, moral compass, high work motivation, creativity, innovative ideas, dynamic, active participation in the development of science and technology, and an open-minded character towards any changes that occur.

Productivity is a measure of job performance. Berry and Houston in Ahab (2012: 6), giving an explanation that the productivity will be achieved if only there is the combination between the capabilities and the efforts to produce things such as scientific paper, media learning and etc. An employees' is the number of how much the goals of organization is being achieved through his

commitment to. Productivity can be determined through job evaluation and appraised the extend to which the objectives of education have been attained. Measuring productivity in the field of education is not a straightforward task because education is the non-profit sector that does not measure its output with a nominal profit or money but with supervision to man such as classroom climate and management, evaluation of teachers teaching techniques and method, effective communication skills and so on. So, the level of success requires a long time due to the long-life process. Productivity is a mental attitude that is always looking for improvement on what already exists (Sondra, 2009: 99). Such an attitude would compel someone not to be easily satisfied but keep empowering themselves and improve the work ability through the simultanous improvement.

Productive teacher is a creative teacher who is never satisfied with the learning process (Wijaya, 2011). He always rehearses his competence especially pedagogical competence by conducting reflection for every performance. There are several activities in this case such as conducting Class Action Research, having teaching collaboration

with peer, writing down the detail of activities and doing exactly what has been written, having commitment and keeping consistency in publishing activities whether it is a research or other supporting professionalism papers.

There are several factors that affect a person's work productivity level. According to Sukarna (1993: 50), the factors as follows; (1) the ability and considerable agility of employees, (2) managerial skills or company leadership ability, (3) a good work environment, (4) supportive people, (5) wages, (6) work motivation to gain work achievement, (7) the discipline of employees, (8) the political situation or security of the country, (9) the unity among workers, (10) the culture of a nation, (11) the education and work experience, (12) the health and work safety of employees, (12) the working facilities, and (13) the policies and company administrative system. As according to Koster (2001: 25), factors that can affect the work productivity; (A) factors that come from within the employee such as motivation and ability, (b) factors originate from the company or organization institutions, and (c) environmental factors.

Based on the above description, it may be classed at least three important components that contribute significantly to the work productivity. They are competence, organizational culture and work motivation. The main factors to reach proper work are competence, willingness, effort and love to do the job itself. In the field of education, the one who will be the educator must have special abilities that match the criteria required by the education itself (PP no. 19/2005) one of them is pedagogical competence. Pedagogical competence is the ability of the teachers in arranging student's learning process such as; understanding on the learners, the development of the curriculum/ syllabus, instructional design, implementation of educational and dialogical learning, the utilization of technology, evaluation of learning outcomes, and the development of learners to actualize various potentials.

Answering to the call to teaching with dedication is the key motivating factor for teachers. Teachers will work hard and show high level of commitment when adequately motivated and it is believed that hardwork and commitment on the part of the teacher will bring about good job performance. According to Jaya (2012: 2) motivation influence the productivity of teachers up to 30.3%. Furthermore, someone who is highly motivated will carry substantial efforts to support the objectives of works production and the organization where he works (Winardi, 2011: 2). Suhartini (2011: 13) found that motivation affects the teachers competence up to 60.5%, which means the higher the motivation the teacher has, the greater the chance to increase his competence, so that it will impact his work productivity.

The level of competence, work productivity or work motivation cannot be separated from the culture that built up in the organization or work place environment. As Sinungan (2005: 64) stated that the factors influencing one's productivity are the culture and working conditions. Culture and education are interchangeable elements. Culture is alive and growing due to the educational process, and education exists only in a cultural context (Tilaar, 2011: 41). The role of organizational culture of the school is to keep and maintain a commitment to the continuity of the mechanisms and functions that have been agreed upon by the organization. For example, in terms of sallary, it is believed that job security of workers in terms of income and employment will enhance stability of personnal and a long term commitment. If the teacher's income are fulfilled in-time by the government, it will affect the teacher's commitment and work productivity. It does not only impact the profit of organization in general, but will also affect the development of the capabilities and productivity of teachers themselves.

The phenomenon of teachers' work productivity as described above occurs in almost all parts of Indonesia including the State Primary School in Baraka district, Enrekang, South Sulawesi province. Based on the results of interview section conducted with some of the principal, we can conclude:

"The vast majority of public elementary school teachers in the District Baraka are in the low productivity level. This is measured by indicators on the ability to create an appropriate innovative media learning that is suitable to students' need, the ability to produce scientific work as a Class Action Research (PTK), the level of self-motivation to follow-on supportive activities for compulsory duties such as seminars, workshops, and other developing activities are still low. There are many teachers especially who is not certified yet, do not meet the certification required to teach which is 24 (twenty four) hours per week ".(*Source: Headmaster, Mei 2014*).

Further interaction with Drs. H. Aminuddin, M.Pd. He revealed that:

"There is onle one teacher, Dadang Sumarna, S.Pd, M.Pd from SDN 20 Baraka who succeed to join a teacher competition till the province level, besides writing article actively in the local newspaper or educational magazine". (*Source: Drs. H. Aminuddin, M.Pd. (Head of UPT Education Youth and Sport Department, Baraka district, Maret 2014).*

The low productivity of public elementary school teachers in the district Baraka is the impact of the competence issue of teachers especially pedagogical competence that is not optimal yet. Based on the field observation, typical public elementary school teachers in the district of Baraka still applying the conventional method in learning process which is still dominated by lecturing style and uninnovative and uninspiring learning methods. This kind of method is no longer proper to be applied in learning process, moreover it can deprive learners' learning ability. Freire in Mulyasa (2008: 76) criticized this educational system as other forms of oppression and colonization, thus, it must be transformed into empowerment and liberation.

Teacher productivity level will be achieved if all the academic qualifications needed to become a teacher fulfilled as stipulated in Government Regulation No. 19/2005 on the National Education Standards. Based on data obtained from the Department of Education Youth and Sports Enrekang (2013) note that there are many teachers in the public elementary school in District Baraka who have not met the academic qualification as required by the government. Of the twenty-one (21) units of elementary schools in the district Baraka with a total teachers employed 236 people, it is found that there is still 5 people (2.12%) who graduate from Senior High School, Diploma II as many as 105 people (44.50 %). The qualified Bachelor (S1) 124 people (52.54%) and Postgraduate as many as 2 (0.84%).

This condition indicates that not all teachers in State Elementary School District of Baraka does meet the standards as required by the government, the minimum level is undergraduate (S1) or Dipoma IV. So that the state can conclude that the teachers' qualification will impact the work quality and work productivity of the teacher. Another factor that hamper the work quality of the teacher is disconnecting between teacher's educational background and his obligation in the school. The most common one is the classroom teacher. The classroom teacher should be those who graduated from Elementary School Teacher Department (PGSD), not from English department or Math Department. This conditions will affect the effectiveness of the learning process in the classroom and eventually the work quality.

Another problem that occurs in public elementary school teachers in the district Baraka is lack of certified teachers, but teaching certificate is one indicator of teacher's professionalism because teacher certification is

a process of recognition that one has to have to carry out educational services in certain educational units professionally (Mulyasa, 2008: 34). Only professional teachers will be productive teachers. Based on data obtained from the Department of Education Youth and Sports Enrekang (2013) note that there are still many uncertified teachers. Among 236 teachers, there were 121 people (51.27%) whose status uncertified and 115 people (48.73%) certified. This certification program is expected to enable teachers to raise teaching quality.

METHOD

This study uses a quantitative approach with the correlation design. While the terms is expost facto. The design of this study may be presented in the following paradigm:
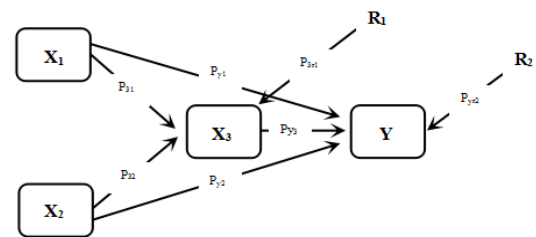
Picture 1.1 Research Design Path Analysis Model

Subjects in this study were all public elementary school teachers in the district Baraka Enrekang South Sulawesi which is 236 people spread randomly across 21 schools. Data analysis statistically used path analysis (path analysis). Before data analysis is conducted, requirements analysis testing: multicollinearity test, auto-correlation test, heteroscedasticity test, normality test and linearity test had already done. All kinds of analysis using computer-assisted software program SPSS Statistics 21.

The result of multiple regression analysis operation model (ANOVA tables (b)) in Phase (Model) I Table 1.1 resulted equal regression $Y = 20.548 + 0,184X1 + 0,468X2$ with F value of 35.063 at the 0.000 significance level less than 0.05. It means that an increase of one unit each of pedagogical competence score and organizational culture will boost work motivation scores each for 0184 and 0468 on a constant 20.548 units. Thus, it can be concluded that the higher pedagogical competence and more conducive organizational culture is, the higher the work motivation of teachers will be.

Coefficient[a] table shows independent variable (exogenous), Pedagogic Competence (X1) and School Culture (X2) effect on Work Motivation at significance level of less than 0.05. It means that both variables have a significant direct effect on work motivation of the State Primary School teachers in District Baraka with $t_{calculation}$

respectively 2,343 for Pedagogic Competence (X1) and 5.948 for School Culture (X2) variables.

The results of multiple regression can be interpreted the value of R the first column shows the level of relationship with a correlation coefficient of 0.326. To find out the strength of relationship is based on Correlation Coefficient Interpretation Guidelines table (Sugiyono, 2010: 231).

Table 2 Guidelines for Correlation Coefficient Interpretation

Coefficient interval	Relationship level
0,00 – 0,199	Too weak
0,20 – 0,399	Weak
0,40 – 0,599	Average
0,60 – 0,799	Strong
0,80 – 1,000	Too strong

Based on table 2, it can be concluded that the correlation coefficient 0.326 is on the low level of relations but significant by the number of significance 0.000. For calculating the coefficient, determination that will be the basis for a decision is Adjusted R Square. Thus, the adjusted value (Adjusted R Square) in the 3rd column of 0.326 so that Pedagogic Competence variable and Culture School simultaneously (simultaneous) affect teachers' work motivation up to 32.6%. The coefficient of determination is then used to calculate the residual value of the multiple regression analysis phase I with formula "Residual = $\sqrt{(1-R^2)}$ as described in Chapter III.

From these results, the causal independent variable (exogenous) relationship model to the dependent variable (endogenous) can be described as follows.
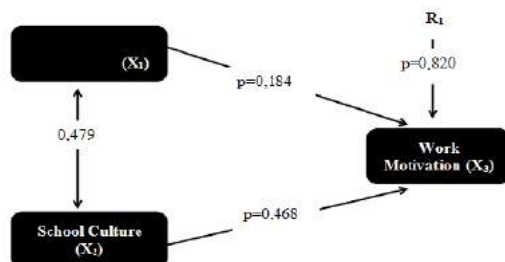
Picture 2 The path of Causal Relationship Pedagogical Competence (X1) and School Culture (X2) towards Work Motivation (X3).

Based on picture 2, we can sum up that on the stage 1 the influence of other variable quite high up to 82%. It can be seen from residual value (R1) = 0,820.

Analysis of Multiple Regression Phase (Model) II

The result of multiple regression phase II by using software IBM SPSS Statistic 21 can be presented as follows in table 3:

Table 3 *Output* of the Result of Multiple Regression Analysis Phase (Model) II

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,685a	,470	,458	7,247

a. Predictors: (Constant), Work_Motivation, Pedagogic_Competence, School_Culture

ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6416,697	3	2138,899	40,731	,000b
	Residual	7246,747	138	52,513		
	Total	13663,444	141			

a. Dependent Variable: Work_Produktivity
b. Predictors: (Constant), Work_Motivation, Pedagogic_Competence, School_Culture

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6,585	11,113		,593	,554
	Pedagogic_Competence	,452	,067	,484	6,727	,000
	School_Culture	,257	,122	,166	2,104	,037
	Work_Motivation	,205	,090	,174	2,291	,023

a. Dependent Variable: Work_Produktivity

The result of the multiple regression analysis operation model (ANOVA tables (b)) in Phase (Model) II resulted in the regression equation y = 6.585 + 0484X1 + 0,166X2 + 0,174X3 with F value of 40.731 at the 0.000 significance level less than 0.05. This means that each increase of one unit score pedagogical competence, school culture and work motivation will increase work productivity scores respectively by 0484, 0.166 and 0174 units in constant 6.585. In conclusion the higher pedagogical competence and more conducive school culture, as well as the higher work motivation of teachers, the better the level of teacher's work productivity.

Coefficientsa table shows independent variable (exogenous) Pedagogic Competence (X1), School Culture (X2) and Work Motivation (X3) effect towards Public Elementary School teacher's work productivity at significance level of less than 0.05. It means that the three variables have a significant direct effect on work motivation of the State Primary School teachers in District Baraka with $t_{calculation}$ respectively 6,727 for Pedagogic Competence (X1), 2,104 for School Culture (X2) variables and 2,291 for Work Motivation (X3) variable.

The results of multiple regression (Table Model Summary) gained the adjusted score (Adjusted R Square) in the 3rd column of 0.458. According to the table 4:12, it can be concluded that the correlation coefficient of 0.458 at the middle level of relationship with a significance value of 0.000. This result means that the Pedagogical Competence (X1) variable, School Culture (X2) and Work Motivation (X3) simultaneously (simultaneous) affect teachers Work Productivity of 45.8%.

The coefficient of determination is then used to calculate the residual value of the multiple

regression analysis stage I with formula "Residual as described in Chapter III.

From these results, the causal independent variable (exogenous) relationship model to the dependent variable (endogenous) can be described as follows:
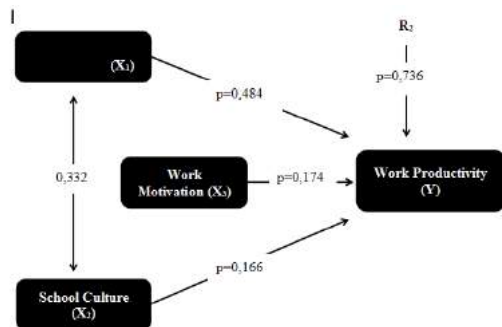
Picture 3 The Path of Causal Relationship Pedagogical Competence (X_1), School Culture (X_2) and Work Motivation (X_3) with Work Productivity (Y).

Based on the picture 3 the results of multiple regression analysis phase II can be concluded that the influence of other variables which is not studied sufficiently high up to 73.6%. This can be seen from Residual value (R2) = 0,736. The series of multiple regression analysis explanation Phase (Model) I and Phase (Model) II as described above, then the causal relationships of coefficient lines specified can be described as follows:
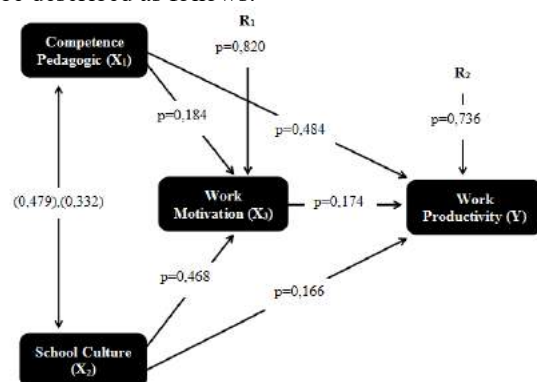
From the table, it can be seen that the most influence variables on the work productivity is the pedagogical competence (X1), school culture (X2), work motivation (X3) respectively. Pedagogical competence is part of required competencies for the teachers especially in learning process and it is expected that it can improve work productivity level. This competence will produce more dynamic teachers who will always enrich their academic, professional and technical knowledge in term of content, methods, and skills that must be

mastered and it will encourage teachers to develop themselves professionally (Suryadi, 2003: 43). With Pedagogical competence, the teacher is expected to be an innovator in educational revolution.

A competent teacher should be able to create an active learning atmosphere and conditions to make students attend classes deliberately. Shah, Anderson and Humpprey (2008) in his research entitled "Teaching Professionalism" reveal the professionalism of teachers will increase if only the teachers interact actively with peers from other schools in which to learn about curriculum innovation also the discipline to develop the education and pedagogical abilities. Here we can see the importance of building the culture of transparency, sharing and communicating, both among peers in the internal environment and with other schools as an effort to exchange information that is useful in developing better teacher competence.

These findings support Suryadi's theory (2003) that the pedagogical competence is the basic compulsory ability of educators before fulfilling his duty as a teacher, so that the teacher will be able to solve any problems in the future. It also help teacher to enhance his skill and knowledge based on his educational background. The results of this study are also support the opinion of Supriya (2000) that pedagogical competence help teacher to understand a practical knowledge and its application to improve skills and attitudes needed by the organization in achieving its goals. Pedagogical competence is part of required competencies of teachers regarding the learning process, so as to increase work productivity. Teachers who have a good pedagogical competence will become professional teachers which can improve his performance eventually.

Furthermore, these findings emphasize the results of Thomas' research (2013), entitled Determinant Factor of Productivity in Business Public Vocational School in Ex-Keresidenan Surakarta. The study showed that 97.8 percent of the school productivity is affected by the teacher's competence. These results provide an understanding that in becoming a productive school, the main considerable component is the involvement of competent and professional educators because only qualified and professional teachers can make change at school.

The results also confirm Sutikno's finding (2011), which revealed that in the teacher's work productivity can be measured by their perseverence in certain supportive activities; (1) lesson plans preparation, frequency of guiding students, frequency of making learning media, the frequency of applying instructional media, the achievement level of graduation, participation in scientific

forums, (2) the implementation of learning, (3) PPL guidance and peers, (4) the frequency of conducting classroom action research (PTK) and writing articles and textbooks. All these indicators can only be done by people who have a good pedagogic competence as well as having a clear vision to improve the work productivity.

Furthermore, Chan (2011) in his research entitled "Characterictics and Competencies of Teachers of Gifted" explained that it is important for teachers to have specific teaching skills especially for "gifted students". Theoretically, these teacher will be able to handle them, students with special needs, better than the teachers who does not have that skill. However, being a teacher must be ready for the unpredictable heterogeneous class situation. Briefly, teacher must be skillful so that the learning process will be held effectively.

Teacher competence can be constructed by self-encouragement or we can also say by heredity factor or the talent and can also be influenced by the environment. As the opinion of William Stern saying that personal growth and competency are the result of a collaborative process between heredity (nature) and the environment (Uno, 2009: 61). This means that between heredity and environment should be mutually supportive because otherwise the already excellent heredity will still be latent (asleep) when the surrounding environment is not supportive. Vice versa, if his nature is not good but enabling and supporting environment, the ideal competency will be achieved.

A teacher who has a natural talent in terms of competency, but is not supported by the school environment, then the teacher's competence will not develop even tend to be worse because the school environment is the external factors that contribute to construct the teacher competence and productivity. According to Sinungan (2005: 64) that the influencing factors for the productivity of a person's work including the culture and working conditions. The **variant of** person's work productivity cannot be separated from the culture that is built up in the school or the environment in which they work. This kind of conditions must be addressed by endeavoring changes that lead to encourage competitiveness within the organization, imposing discipline, raising awareness of responsibility of teacher's obligation and eventually it ultimately can affect teacher work productivity.

According to Berry and Houston in Ahab (2012: 6), that productivity is a combination of ability and endeavor to produce what should it be. Thus, being productive man required a long process because in theoretically competence is built up by endless learning process and effort to foster capabilities, so as to produce something useful. These findings support the theory of Wexley and Yukl in Soepardjo (2011: 157) states that a person's personality is basically determined by the values integrated within his self and then it is reflected into acts, actions or deeds. Values steer one's way of life. The most essential cultural is in the relationship among people. This is also in line with Viethzal Rival's theory says that in organizations, individuals and the environment variables affect not only the behavior but also people performance.

Except pedagogical and organisational culture, another thing needed to enhance the teachers productivity is high motivation. Motivation is a potential within humanbeing so that they can be optimally developed both individually and through the work environment. The development of teacher linear potential will be able to increase productivity and ability to fulfill the task as a real educator in terms of human resources empowering. Motivation is an important determinant for the individual performance (Winardi, 2011:3). Teacher who has a target in his career will constantly challenge themselves to achieve their goals through competency development, technology comprehension and innovative planning to strengthen the individual productivity.

Motivation is a condition that gave stimulant to do something. Everyone is different one another, depending on the ability, willingness, expectations, needs, goals, and objectives of the underlying actions. Teachers who have high motivation will always work optimally to solve any kind of problems faced in order to achieve better working results. It is visible on high motivation, interest, have the attention and participation in a task or activity. These findings support Jaya's (2012) who found that motivation affects 30.3 percent of the PGRI Senior High School teacher's work productivity in Surakarta. Positive result on the estimation indicates that the higher the work motivation of a teacher is, the higher work motivation will he gain. Results of the study also disclosed Abdulsalam, D and M.A. Mawoli (2012) which says that there is a positive correlation between motivation and performance of teaching. Motivation has a significant influence on the performance of a teacher teaching.

Recommended Casual Relationship Model

Based on the results of the operation model of a causal relationship between the independent variables (exogenous)/dependent (endogenous) with the dependent variable (endogenous) at each stage of the analysis described above. Then it can further identified significant path coefficients (path

coefficients) are optimum as a specified model establishment. However, if there is a path coefficient which is not significant, then the model lines causal relationship must be revised as according Sugiyono (2010: 316) that the path coefficient of lower than the figures of tolerance in this case the path coefficient of 0.05 or insignificant, then the path can be eliminated so vice versa if all coefficient path was significant, the conceptual model is proposed as a model recommended / specified can fully accepted.

Based on these conditions and operating results of the analysis model at each stage as described above actually standardized regression coefficients (beta) obtained significant at the 0.05 tolerance but there are some standardized regression coefficients (beta) which obtain very low values such as the influence of Competence Pedagogic (X1) to Work Motivation (X3) with the coefficient of 0.184 (Line/Model I), the effect of School Culture (X2) on the Work Productivity (Y) with the coefficient of 0.166 and also influence work motivation (X3) of the Work Productivity (Y) with a value of 0.174 (Line/Model II).

Relying on manual interpretation of the correlation coefficient Sugiyono (2010: 231) that the interval coefficients between 0.00 to 0.199 have a very low level of relationship. Therefore, in this study three such relationships will be revised on the basis that even if the results of standardized regression coefficients (beta) obtained by the significant level of tolerance of 0.05 but has no meaning, which means that necessary changes in the new model of causal relationships. Results reformulation of the model can be shown in the following figure.
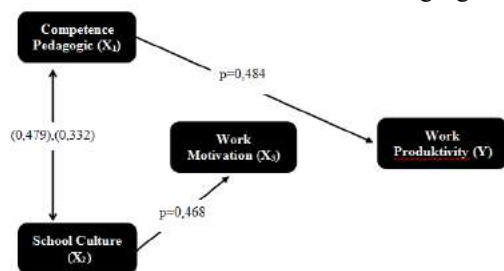
Picture 1.5 New Model After p_{31}, p_{y2} and p_{y3} Excluded

In principle, path analysis is a method to find the most brief and appropriate path from independent variable to the last dependent variable (Sugiyono, 2010: 297). It means that the path analysis is used to identify the most valid path which is used to measure the strength of the relationship (influence) of an independent variable to the last dependent variable. The effect of School Culture (X2) on work motivation (X3) are not taken into account and will be removed because the two variables are

substantively does not have a significant effect on Work Productivity (Y) as the dependent variable (endogenous) as a basic principle path analysis (path analysis). Therefore, the most valid relationship model as recommended relationship model is a model relationship Pedagogical Competence (X1) of the Work Productivity (Y).

Furthermore, to examine whether the existing data in new diagram is consistent or not, it is necessary to test the suitability of the model. Testing the model fit (goodness of fit) is done through the t test. The conclusion is if a significance level equal to or less than 0.05, the new model may be accepted. The analysis coefficients are calculated with the help of software IBM SPSS Statistics 21 and the results can be seen in the following table.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,634a	,402	,398	7,639

a. Predictors: (Constant), Pedagogic_Competence

ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5493,368	1	5493,368	94,133	,000b
	Residual	8170,075	140	58,358		
	Total	13663,444	141			

a. Dependent Variable: Work_Produktivity
b. Predictors: (Constant), Pedagogic_Competence

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	44,649	5,502		8,115	,000
	Pedagogic_Competence	,592	,061	,634	9,702	,000

a. Dependent Variable: Work_Produktivity

The table shows a new model of coefisient path as follow:
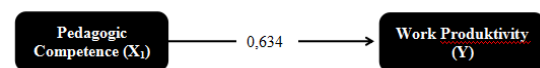
Picture 6 Final Model of Relationship Coefisient

From the test results of model fit (goodness of fit) by using software IBM SPSS Statistics 21, as shown in the table Coefficients (a) obtained standardized coefficient (beta) of 0.634 to 9.702 t value at significance level of 0,000. The effect on work productivity pedagogical competence of teachers in this final path model is 40.19% (0.634²). These results indicate that a causal model consistently revised to serve as a model that is valid in predicting the value of teachers work productivity in public elementary school in District Baraka Enrekang.

The results of the analysis also can be interpreted that pedagogical competence does have a very important role in building one's work productivity. Competence is the main prerequisite to be able to achieve high work productivity because through the competence, teachers will be able to design and evolve a job to produce a

beneficial product, and predict the possibilities of challenges in order to prepare the prevention strategy and to ban mistake and keep inventing innovative stuffs to achieve the targets.

Teachers who have a good competence would be very easy to foster themselves doing new things, innovating, challenging and feeling happy to take over responsibility. Achievement must be the motivation or purpose for the teacher to keep fostering their teaching competence. The need for high achievement is an impulse for them to reach the targets, work hard to achieve success and have the desire to do something better. Teacher Pedagogical competence can be measured by the ability to manage the learning process, to find a unique potential of learners, to endeavor empowering teaching abilities, to apply meaningful contextual learning so the student can implement it directly in their real life and to optimum the students potential.

Partono Thomas (2013) in his study found that 97.8 percent of the school productivity is affected by the teacher's competence. Schools productivity will only be possible when supported by teachers who have high work productivity as well. Teachers who have a good pedagogical competence will be easier to be a person who's productive since the pedagogic competence relate directly with the teachers ability.

CONCLUSION

Based on the data analysis regarding the influence of pedagogical competence, school culture through work motivation towards work productivity of public elementary school teachers in the district Baraka, Enrekang. It can be concluded as follows: Firstly; Pedagogical competence has a significant effect on the work motivation of Public Elementary School teacher in District Baraka, Enrekang though it is not too high. That is because some of the teacher have not meet the teachers qualification such as having undergraduate degree or Diploma IV. Secondly; School culture has a positive and significant effect on work motivation of teachers Public Elementary School in District Baraka Enrekang such as honesty, cooperative, justice and adequate school facilities are important indicators that trigger the growth of work motivation among teachers.

Thirdly; the Influence of pedagogical competence has a high impact on the productivity of public elementary school teachers in the district Baraka Enrekang. Their provision pedagogical competence both on a personal teacher who will assist and facilitate a teacher in comprehending the knowledge practically to improve skills and work productivity. Fourthly; School culture has a positive impact on the work productivity of public elementary school teachers in the district Baraka Enrekang but relatively low. It occurs due to some reasons such as minim work motivation, lack of work discipline and lack of positive competence. Lastly; Work motivation effects positively on the work productivity of public elementary school teachers in the district Baraka Enrekang. However, the contribution is very low but this is due to the low level of discipline, lack of responsibility towards work, their passivity and stagnation in the developing learning innovation

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THE IMPLEMENTATION OF SUPERVISION FOR TEACHERS IN INDONESIA, BASED ON PRINCIPLE, TECHNIQUE, AND APPROACH

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ABSTRACT

Teachers are the most important element to improve the quality of education. The quality of education would be optimally achieved when it is supported by the professional teachers in performing the tasks. One of the means to improve the professionalism of teachers in performing the task is through teachers training or development of teachers. This study aims at determining the implementation of teachers training in terms of the principles, techniques, and approaches used. This study was conducted in East Java, with a total sample of 90 teachers and 28 principals, were taken using a technique of cluster random sampling. The data collection techniques employed questionnaires and documentation, while the technique of data analysis used descriptive statistics. Based on the results of data analysis, it could be concluded that, some of the used principles in teachers training are friendly, referring to the goal, cooperative, objective, scientific, democratic and harmonious. Training techniques which most widely applied is a working group of teachers (KKG) meeting, teachers meeting, peers discussion, and upgrading, while the most commonly used approach is a collaborative approach.

Keywords: supervision, principle, technique, approach, teacher

Nowadays, improving the quality of education becomes a very noticed issue, because the quality of education at this time has not reached as what to be expected. It is marked by students achievement in schools are still low, the students behavior has not noble, students' ability have not been developed optimally, the demands on the field that has not been achieved after school, and the achievement of international level, in certain subject, that has not been achieved.

If it is viewed from the components of the education system, one factor that is crucial to improve the quality of education is the teachers. The improvement of students' achievement of learning outcomes, behavior, and competency is depending on the education and learning process executed by the teachers. If the teachers are able to teach well, guiding students to the maximum, and teaching the students professionally, it is believed, that it could improve the performance, competence and personality of the students. Therefore, in order to achieve a good quality of education, the prior step that should be performed is improving professionalism of the teachers.

Primary means to improve the professionalism of the teachers is through education and teachers training. Education of prospective teachers needs to be implemented in a higher quality. Likewise, teachers training should be done intensively. It is the process of providing assistance to teachers, either in the form of guidance, direction, or other forms of activities, with the aim to improve or enhance the teachers' ability in performing their duties, especially the teaching tasks.

When it is examined in the field, teacher education programs have been carried out at all levels of education, both in the level of primary or secondary education. Through these policies, it is expected that teachers training activities could be carried out effectively, and would improve the professionalism of teachers in implementing the tasks. However, according to a number of previous studies, the goal of the programs still not achieved optimally. Suryadi & Tilaar (1993) showed that teachers training activities which have been implemented have not yet affected the improvement of the quality of teachers. This result of study agreed with the result of the study conducted by Kummerer (1990) and Wardani (1998), showed that the vast majority of teachers still do not comply with the qualifications to be expected. Maisyaroh, Wiyono, & Soerjani (2004) also confirmed that their results are not much different. The teachers training which have been implemented is still not categorized as good. The level of teachers' abstraction in implementing the tasks is still classified as sufficient. Regarding to those results, it is necessary to develop models of professional teachers training that is more effective, to increase the professionalism of the teachers optimally.

In order to improve the quality of teachers training, the government has issued new regulations, namely Permenpan and Reforms No. 16 of 2009. Teachers training carried out through

the program of teacher professional training activities in a sustainable manner. Generally, the sustainable teachers' professional training can be conducted in three ways, namely self-development, scientific publications, and innovative work. Yet, the implementation of ongoing training is still not known accurately, and the approach, techniques and referred principles will be used in implementing the professional development of teachers are still not investigated.

Based on the ideas explained above, the present study was conducted. This study aims at determining the implementation of professional teachers training in Indonesia. Some objectives of the study that will be examined are the orientation of training approach that is applied, the training principles that are referred, and training techniques that are used. Through this study, many benefits would be gained, both theoretically and practically. For the teachers, principals, and supervisors of schools, the results of this study could be used as a feedback to improve or enhance the teachers training program to be more professional. Theoretically, the results of this study strongly contribute to the development of the theory of human resource development in the field of education.

METHODS

This study aims at investigating the implementation of teachers training in Indonesia, in terms of the principles, techniques, and training. Based on the purpose of the study, then in terms of the type of study, the present study included as a descriptive study. Therefore, the design of the present study is a descriptive study.

This study was conducted in East Java, by taking the two cities as samples, namely Blitar and Batu. The sample to be targeted as a unit analysis took 90 teachers and 28 principals, by means of cluster random sampling technique.

In accordance with the purpose of study, to obtain the data this study employed two data collection techniques, questionnaires and documentation. A questionnaire was used to collect data on the implementation of teachers training, while the documentation used to collect documented data, such as about school conditions, characteristics of teachers and principals. The study instrument was developed by the study variables.

To obtain the validity of the instrument, it employed in-depth study of the theoretical construct of the variables, considered the circumstances that existed in the field, developed the blueprints based on the theoretical review carefully, and conducted a field trial test for the instruments. The validity of the instruments was analyzed using item analysis, and the reliability of the questionnaire is estimated using Cronbach Alpha formula and a linear combination (Marten, 2010). The result of testing the instruments indicates the coefficients of validity and reliability was good.

Related to the object and the type of data, the data analysis techniques used in this study is descriptive analysis techniques. The use of statistics in processing the results of this study is mean, frequency distribution, and standard deviation.

RESULTS AND DISCUSSION

In accordance with the background of the study described earlier, the main purpose of this study is to describe the implementation of the professional teachers training in Indonesia in terms of the principles, techniques, and approaches. Referring to the methods of the study which are specified, samples were taken from two areas, namely Batu and Blitar. The data sources were obtained from two kinds of participants, teachers and principals. Based on data collection, the number of samples were 118, consisting of 90 teachers and 28 principals. 57 participants are from Batu, and 61 were from Blitar.

Descriptive analysis is presented per component of teachers training. The first component is observing training techniques. Generally, it is viewed from the frequency of training techniques of improving the teachers' professionalism which have been followed or implemented by teachers, presented in Table 1.

Based on the table 1, it could be underlined that teachers are mostly have joined/conducted the teachers training activities, with a lot of training techniques. It is technically reviewed that the most techniques followed by the teachers are teachers meeting, KKG meeting, peers discussion, and upgrading.

Viewed from the side of effectiveness, the average training techniques that have followed is quite effective. However, when it is viewed from the side of the mean score obtained, a technique which has a high score of effectiveness is teaching demonstration, the KKG meeting, training, autonomous development, classroom action research, teachers meeting, classroom visits, peers discussions, upgrading, clinical supervision , activity in on in, teaching simulation, lesson study, and comparative study. Thus, in terms of the effectiveness of the technique, it appears that activities that are effective, more emphasis on the development that requires teachers and coaches to be active, collegial, instructive, or independent.

Considering from the side of training time, it is obtained a mean value of 2.87 days, 33.3 hours, and the effectiveness of the time frequency is once

a month. It shows that the effective training performed at least 33.3 hours or performed in 3-4 days, with regular intensity training every month.

No	Training techniques	Average f	Classification
1	Upgrading	3,08	High
2	Training	2,95	High
3	Course	0,20	Very low
4	Working Group of Teachers (KKG) meeting	4,54	Very high
5	Seminar	2,78	High
6	Peers discussion	3,84	Very high
7	Lesson Study	0,96	Low
8	Clinical supervision	1,67	Fair
9	Collegial supervision	1,09	Low
10	Teachers meeting	5,28	Very high
11	Workshop	0,79	High
12	Class visit	2,63	High
13	Teaching demonstration	2,63	High
14	Comparative study	1,41	Low
15	Bulletin supervision	0,28	Very low
16	Classroom action research	1,81	Fair
17	Activity *in on in*	1,17	Low
18	Library position	0,3	Very low
19	Workshop seminar	0,88	Low
20	Class visits	1,98	Fair
21	School visits	1,43	Low
22	Teaching simulation	1,64	Fair
23	Autonomous development	1,53	Fair
24	Orientation/Induction teacher	0,48	Very low
25	Private conversation	2,23	Fair

Table 1. Techniques which have been followed/conducted by teachers

Concerning on the side of the coaches, it can be noted that the vast majority of teachers who attended teachers training mostly held by the keynote speakers, principals, autonomous development, school supervisors, fellows, and the head of education office. When it is examined from the training ranks, the most effective is done by autonomous development, followed by the principal and keynote speakers, while the third place was the school supervisors and teacher fellows. School principals tend to occupy the second position. Thus, from the side of the coach, the most effective is done by the principals. Reviewed from the use of approach is generally presented in Table 2.

Table 2. Training Approaches Followed by Teachers

No	Approaches	Percentage	Rank
1	Directive	31,47	3
2	Collaborative	54,55	2
3	Non-directive	42,50	1

Based on Table 2. It can be underlined that a number of teachers receive or follow the training by collaborative approach, second place is non-directive approach and the last is directive approach. When it is analyzed in terms of effectiveness of the approach, collaborative approach tends to be in the first rank, followed by non-directive approach, and the last position is directive approach. It proved that the vast majority of the teachers assumed that collaborative approach is the most appropriate approach, followed by non-directive approach, and in the last rank is directive approach. Hence, it can be said that most teachers are less agreed with directive approach.

Looked from the side of where the training conducted, generally argued that most teachers tend to view school as the main venue for training teachers. For a place in the KKG meeting is in the second position, while the education office in the third position. In line with KKG meeting, the place used for activities of improving incidental competency, for example at the meeting place, the provincial education offices, halls institution with quality guarantee, or college, in the third rank. Viewed from the side of training principles are used, the outline clearly presented in table 3.

Table 3. Training Principles Followed by Teachers

No	Training principles	Average	Classification
1	Friendly	3,63	Always
2	Referring the goal	3,51	Always
3	Providing opportunities to have opinions	3,54	Always
4	Blaming	1,59	Sometimes
5	Establishing cooperation	3,51	Always
6	Objective	3,21	Often
7	Open minded	3,47	Often
8	Utilizing instruments	2,84	Often
9	Self assessment	2,41	Sometimes
10	Democratic	3,38	Often
11	Building a harmonious relationship	3,52	Always
12	Respectful	2,65	Often

Based on Table 3, it can be noted that most of the teachers training which have been followed by the teachers, tend to apply good training principles. Some of the principles are still lack/low, such as the

use of the instrument, not blaming, and providing an opportunity to a self-assessment/reflection, as well as providing welfare support.

Reviewed in terms of the needed materials, it can be underlined, that the most needed material for teachers in teachers training activities is a professional matter, namely the mastery of subject material they have taken. While the second is a pedagogical matter, namely the ability of learning, the third is the personality, and the next is social skills, and the last is other supporting material.

Based on the analysis of qualitative data, it can be underlined that there are some obstacles encountered in implementing the teachers training. Some of the obstacles are quite prominent: (1) lack of teachers' understanding, interests, motivations and attitudes about the importance of training and development to achieve a good level of professionalism. (2) the number of tasks that must be done by the teachers or the principals, so that there is less time to follow the teachers training and development, (3) the limitations of facilities / infrastructure and budget, (4) the variety of teachers ability, (6) less relevant training material, (7) training methods are less attractive, and (8) age and health of the teachers. From these obstacles, the most dominant obstacle is the lack of time and the number of tasks / work to be done by the teachers or principals, both in school and outside of school.

Related to the obstacles mentioned before, some steps are taken to overcome the obstacles: (1) organize the schedule of activities as well as possible, (2) manage the time efficiently, (3) find information through many sources, using the technology, asking friends, and other relevant sources, (4) utilize available facilities optimally, (5) do the autonomous development, (6) investigate the results of training, (7) arrange training forum autonomously (e.g. meeting, seminar, etc.), (8) add lesson hours, (9) held an autonomous training, (10) arrange the training programs, (11) improve the cooperation, and (12) held an ongoing training.

Many hopes and advices conveyed by the teachers and principals, namely: (1) training needs to be conducted continuously, (2) training from the principals should be intensified, (3) training materials relatively new and fit to the needs of teachers, and more emphasizing on the materials to improving students achievement outcomes, like pedagogical competence and professionalism competence, (4) training programs must be arranged well, so that it is not just spend the fund, (5) involve the relevant keynote speakers, (6) the approach, techniques/methods, and materials should be attractive and adjusted to the teachers ability, (7) education authorities need to plan the training programs positively, (8) the materials should be clear and accompanied by examples, (8) the training must not be only lecturing, but must be more towards practice, (9) all of the *stakeholders* need to pay attention, (10) technique of *in on in*, training, accompaniment, counseling, technical guidance, practice, and discussion are very good, (11) every teacher are scheduled to follow the training, (12) the training should be conducted in schools, and other appropriate places, such as offices, college, or institution with quality guarantee, (13) collaborative approach is very suitable, (14) each training must be formulated with the objectives are known by the teachers, and (15) time training should be arranged properly (not too short or long), and should not interfere with the teaching learning process.

In accordance with the characteristics of the developed training models, this teachers training model is more emphasizing on the active participation of participants, and more collegial. Whereas the implementation is more referring to the training principles that are humanistic, namely friendly, opened, participatory, democratic, constructive, creative, warm, and suit the characteristics of training participants. Therefore, in a whole package, this teacher training model is known as active-collaborative training model based on humanistic principles.

The results of this study could be examined from several previous studies, that it shows compatibility. Based on the results of the study shows that an effective training of teacher requires a relatively long time, and needs to be conducted continuously. Leonard and Marquardt (2010) showed that the study of action *(action learning)* is a highly effective learning model to enhance the ability of the practitioners. Some characteristics of action learning is asking a lot, emphasizing on practice, interacting among members of the group, emphasizing on sharing experience *(experience sharing)*, and learning from experience *(experiential learning)*. Results of the study conducted by Leonard and Marquardt are suitable with the present results of study that emphasize on the need of collaborative approach in the process of training teachers, practice, and interaction between teachers and coaches.

On the other hand, the results of study conducted by Neil (2006), found that the model of education named in-service that effectively have four characteristics, namely: (1) focuses more on collaboration, (2) relates to the needs of teachers, (3) are implemented in the right place, and (4) is done through the induction of new teachers. The

result of study is suited to the results of the present study, namely emphasizing on collaboration, fostering collegial, based on the needs of teachers.

The results of the present study are also consistent with the results of study conducted by Yigit (2008), admitted that the training which emphasizing on practices proved to improve the teachers' ability in developing materials and utilizing learning technologies. The results of this study are also consistent with the study carried out by Gunter (2012), showed that the teachers' pedagogical ability has increased after joining the intensive training for two years. The training program is not only performed in the classroom, but also done visits to schools, so the teachers gain a practical experience. This is consistent with the results of the present study which found that if the participants are provided the opportunity to be active gaining the learning experience, it will be very effective for them.

CONCLUSION

Based on the results of field exploration, it can be underlined that teachers have followed some teacher training activities. If it is viewed from the technical side, the majority of teachers participated in training that implemented through various techniques. The most widely techniques they have followed are the teachers meeting, the KKG meeting, peers discussion, and upgrading.

According to teachers and principals' opinions, a technique that shows the highest effectiveness is teaching demonstration, the KKG meeting, training, autonomous development, classroom action research, teachers meeting, classroom visits, peers discussions, upgrading, clinical supervision, activities *in on in*, simulation teaching, lesson study, and comparative study.

Considering from the usage of training approach, most teachers followed the training which employed a collaborative approach, non-directive, and directive. When analyzed in terms of its effectiveness, according to the teachers and school principals, collaborative approach tends to be in the first rank, followed by non-directive approach, and the last is a directive approach. It shows that most of teachers consider that collaborative approach is most suitable approach, followed by a non-directive approach, compared to a directive approach.

Reviewing from the implementation of principles, the majority of teachers training which have been conducted tends to apply the good principles of training, such as friendly, referring to the goal, objective, democratic,

scientific, and cooperative. Some of the principles are still lack/low, namely the use of the instrument, not blaming, and provides an opportunity to a self-assessment/reflection.

In short, it can be concluded that the teachers training which have been conducted were vary in the use of technique or approach. In terms of the effectiveness of the technique, it appears that effective activities are more emphasizing on the training that requires teachers and coaches to be active, collegial, instructive, and independent. The applied principles also more emphasizes on the positive training principles.

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COUNSELING ON READING, WRITING, AND SINGING

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ABSTRACT

Counseling is not only done through interviews. In a broad sense, counseling can be done through reading, writing, and singing. Through reading, counseling can be done through bibliocounseling or bibliotherapy. Clients obtain information about ways to establish or improve certain behaviors and internalize in him. After reading a book or articles in a single theme, a client can write ideas or tips is important to change behavior or development of next day through scriptotherapy or therapy through writing. The rewriting of ideas on how to shape the behavior is bracing himself for the way in which clients changed in addition to trying to better understand the content of reading. What has been read and written it can be sung in a song of his own good with words of what has been written or songs from other authors, but with the words of a book. The singing can be a profane songs, religious songs or religious songs that made him flaming or passion to fix it self.

Keywords: bibliocounseling, reading, writing, singing, scriptotherapy, ideas, behavior change.

Since the time of Aristotle, a number of authors have assumed that reading can influence the emotions, attitudes, and behavior in General. Plato in his "Republic" considers the importanceof reading literature as a suggestion that is used by parents against children. Readings in which telling necessarily bad boy got punishment from the Gods is a suggestion so that kids worship on parents. In the days of Ancient Greece — the first time since the formation of the library — — the reading materials gathered in the library, how important, so called the medicine of the soul." So any Romans was convinced that patients can improve her mental health to be: tough-at-heart (resiliensi), fighting, never give up--by the way read the oration-oration has been collected from such eminent orator-orator Demosthenes (Muro & Dinkmeyer, 1980).

Although the reading therapy has a long history, but surely this therapy new developments mean in the 19th century. *First,* the library entered into an important part of the Institute of Psychiatry. In the early 1900 the library began to become an important part in psychiatric institutions in Europe where previously only relied on medical drugs. *Second,* the use of the name of Bibliotherapy. In August 1916, Samuel Crothers first used the term Bibliotherapy in the article in the magazine "the Atlantic Monthly" and from that moment the word medical dictionary entry in Bibliotherapy. According to the Crothers, Bibliotherapy can grow the strength in themselves. Like a scenes of the film, the characters in the book is an actor who can make readers happier if were the actors happy, readers become sad when co-star hard and so on. Crothes hope that the readings as high quality should be so Bibliotherapy in growing readers new insights, new ideas in life. All this is a process of healing (Shectman, 2009).

In the 1980s and early 1990s of Bibliotherapy has been used extensively-reachclinical conditions like obsessivecompulsive d isorders and bulimia nervosa, compulsive and insomnia. Research also supports the Bibliotherapy as a psychological intervention is widely used as a psychological issue that incorporates emotional disturbances, alcohol poisoning, and sexual dysfunction. In a recent study of tritment against psychotherapy on depression, parents of Bibliotherapy appeared as an effective intervention. Similar results are also expressed by Yucaro (1972) and Kimoto (1974). The influence of reading material to changes in behaviour in General has been demonstrated by researchers who referred to below. Schrank and Engels (1981)--who has been studying the effectiveness of Bibliotherapy from a number of researchers found that the technique is effective in increasing academic achievement, assertiveness, changing attitudes, reducing fears, adjustments in marriage and so on.

In this paper, it is known that during counseling with reading or writing continued with bibliocounseling. After the client is reading a book or a collection of readings, they should proceed with the writing. They take some of the ideas that it thinks are important from reading material. The idea has been written that can be read back or looking back. In an effort to remember the important ideas it Sung. They can use the songs that already exist but are arrayed in the words of that idea or menggubahnyaitself. If they can play one of the instruments, such as guitar, he can sing with accompaniment of a musical instrument played either alone or together in a

group. Next to serves to recall the idea of singing, can make the client live up to the meaning of a reading and smoothing his soul because the music can get into niche-niche of his own beliefs and every heart that has power change someone.

The Nature and function of counseling through further reading, writing, and singing

The actual counseling through reading, writing, and singing is one of unity. As the name implies, this type of counseling begins with the reading of a material that has been prepared by the counselors, followed by writing the contents of these readings then the content was used as the lyrics for a song sung so enjoyable and memorable. The third activity of counselling, in fact first and foremost is the counselling through the reading material. It said such counseling because the message is already contained in material or book readings. So, there are some activities the client: reading material, write the content of material that matches the principal issue, compose poetry, choose a song or write themselves, and sing it.

Nevertheless, to understand one by one, here is the third such counselling activities are defined. Aiex (Forgan, 2002) defines counselling with reading as "the use of the book to aid individuals in solving their problems." Likewise, bibliocounseling means to use the reading of books as a way to heal yourself or solve a problem. A broader definition given by Marrs (1995) that counselling by reading is "the used of written materials or computer programs, or the listening/viewing of audio/videotapes for purpose of gaining understanding or solving problems relevant to a person developmental or therapeutic needs. Its expansion is located on a computer program, hear/view audio/videotip previously only based on a reading material. Counseling by writing or scriptotherapy is the process of writing through a therapeutic way as said byRiordan (Gladding, 2003, p. 111). Counseling through scriptotherapy writing as therapy is an approach or how to help yourself to reduce the difficulties of life, especially those who are not cared for, rejected, or those who have problems that are not resolved or traumatic nature.

While Wright and Chung (Gladding 2003, p. 112) making sense of writing as writing therapy clients whose expressive and reflective. Counseling by singing melodic songs compile the client is then sung with fervor penghayatan

orthat he influenced to follow the content of the verses of the song.

The essence of the five core concepts. The first counseling with further reading, writing, and singing is the planned assistance program. Counselor plan or compile reading materials, told the students rewrite the content of the readings, and ask students to arrange the lyrics and sing it. Second, counseling with reading material, writing, and singing always involves 3 activities i.e., reading, writing, and singing. Thirdly, counselling with reading, writing, and singing covers various areas of life: personal problems, social, emotional, career, health, sex, mental health, and so on.

The Stages of Implementation Bibliocuonseling

The implementation of bibliocounseling is not a direct step on stage read and concludes it outright but preferably through certain stages. Olsen (2007) describe the stages that are frequently used in bibliocounseling:

Counseling by reading
Phase identification

At this stage the client or bibliocounseling participants and counselors identify characters owned by Who am I or through questionnaire about the character or other forms of self-disclosure for example interviews. After knowing the character he shouldget to know the characters of books that fit in with him. The identification of thesematches help students feel a conection with the character (Herbert & Funner, 1997).The more the child find the same characters, the better also the occurrence process identification (Herbert & Funner, 1997). And when the children identify the characters in the book then they are able to bridge the the internal emotions with Chan's performance (Shechtman, 2009). Matches the character with the book, for example, he has a character who likes to fight then he should look for books that have characterized or the contents of one's struggle to reach succesfully. For that school counselors need to provide books that are rich with characters so that the client character distributed.

Stage Catharsis

Catharsis is the disclosure of feelings, emotions, new or secret information during this pent-up through various media such as menceritrakan issues in counseling, poured out his heart on a friend who would listen, composed songs and music, or pouring into his work and art, as well as reading a book. Reading the book is catharsis because the book contains information that can represent a person's feelings. Information that matches the feeling it can lead to satisfaction or relief as if she has been channeling

what felt it into sentences which have writing. What had happened was represented by the characters in the book.

With the release of emotion, bibliocounseling participants can realize that they are not alone experienced a problem, other people are also having the same problem even more severe. At that time, there was "the reconection of feelings and experiences ."conecting feeling and experience himself and others is this allows catharsis to occur for woman only, there was a great catharsis (Shechman, 1999). Even by Goleman and Ganong (1990) that by reading the book, someone experienced a catharsis so memampu-fuck it up move role and life in vikarius through the experience of others. A stepson that harbored her suffering as if he was the most miserable people in this world. After reading a book about the "Lament Stepchildren" he feels that all her suffering had been completely contained out in that book. His sadnesspeaked when he read:

> "Just came home from school he immediately told to draw water from the well on the side of the House to fill up the tub and bucket-bucket it until it is full. After thathe was told to MOP the House, while children were directly stepmother ate and played, once in a while taunting and throwing the
> ball, washcloth (Greyson) even rottingfruit to him. After membersikan the House that he eats with a very simple side dish than the sister-his sister. "

Stages of Implementation Bibliocounseling

Implementation bibliocounseling not directly stepped on stage to read and simply walk away but preferably through certain stages. Olsen (2007) describes the stages are often used in bibliocounseling:

Counseling with Reading
a. Phase identification

At this stage the participants counselee or bibliocounseling and counselors identify the characteristics that example by Who am I, or through, a questionnaire on the character or form of self-disclosure that others such interviews. After getting to know the character he or she should know the character matching books with him. Identification of these matches help students feel a conection with the character (Herbert & funner, 1997). The more they find kesamaaan character, the better the process of identification (Herbert & funner, 1997). And when the children identify the characters in the book then they are able to bridge internal emotions with his actions (Shechtman, 2009). Matches the character with the characteristics of

the book, for example, he has the character to like fight then he should look for a book that has the characteristics or content of a person struggle to achieve successful effort. For that school counselors need to provide books rich with characters that channeled the character counselee.

b. phase Catharsis

Catharsis is the expression of feelings, emotions, confidential information that is new or had been buried through various media, for example recounted the sharing issues in counseling, unloaded on a friend who will listen, composed songs and music, or pouring into the work and art, as well as reading a book. Reading books is a cathartic activity because the book contains information that can represent a person's feelings. Information that matches those feelings can lead to satisfaction or relief as though he had channeled what he felt was in the sentences that have been written. What happened was represented by the characters in the book.

With the release of emotion, bibliocounseling participants can realize that they are not alone experienced a problem, others are also facing the same problem even more severe thereof. At that time, there was "the reconection of feelings and experiences." From connecting the feelings and experiences of himself and others is Allows catharsis to occur, there was catharsis (Shechman, 1999). Even by Goleman and Ganong (1990) that by reading the book, a person experiences a catharsis so memampu-it move the role and life in vikarius through the experience of others. A stepson who had been harbored pain as if he is the most miserable in the world. After reading a book about the "Lamentations Stepchildren" he feels that all the misery it has thoroughly laid out in the book. His grief culminated when he read:

> "Just got home from school he was immediately asked to draw water from wells in the side of the house to fill tubs and buckets to the brim. After that he was ordered to mop the house, while the children's stepmother immediately eat and play, occasionally taunt and throw the ball, cloth (rags) even rotten fruits to him. After cleaning the house before he ate with a very simple side dish instead of his half brothers. "

He clutched the book to her chest, hugged tightly as if "people" who have to accommodate all her laments. The book was even kissed. So he has experienced katarsir in bibliocounseling.

c. phase understanding

The understanding here is not just an understanding of the content of the book but more than that the excuse (insight) behavior contained in the book. Understand here also means accepting or approving behavior in the book. For example in the

book diceritrakan about people who have high achievement motivation but economic support is very minimal. The man was helped landlady raking leaves, membersikah home, and a bathroom with the purpose of paying half of that money boarding. He was so careful with their remittances erratic father. He just eat (rice and side) once during the day, next only eat snacks, and evening meal sticky glob. All this is understood by the participants bibliocounseling. So participants understand the excessive frugality.

After understanding, should a transfer. What moved? Behavior or good role models should be transferred to participants bibliocounseling. Good behavior had now moved into his Yanto, Anton hers, hers Ahmad and so forth.

Conversely, if bibliocounseling recounted the sharing of failure of a person in college because someone extravagance that such behavior should not be moved to the inside of the participants. Although it is not transferred to him, but the participants also need to understand that in life, there is only ugliness, injustice, wasteful nature, jealousy, hate, lazy and so forth.

d. phase universalization

During the phase of universalization children realize they are not alone in seeking to have experience in a similar situation, but others are also experiencing. Through bibliocounseling children realize that others feel the emotions they experienced. Through the awareness that others have experienced the same struggles, the child can have a sense of normality (Coleman and Ganong, 1990). It is normal for people to live that there is a problem, and it turns a lot of people experience. Universalization make participants understand that they are not alone. There are others who are also trying and trying hard. This is what gives the reader a sense of hope, unity and normality.

According to Marlowe and Maycock (1998), bibliocounseling can be used by teachers to follow the procedural step 6 as follows:

1) Describe the back book: feelings there is important to the characters in the book, portraying characters and situations that are relevant to the issues being discussed.
2) Exploring the events of the contents of the story came with the aim of facilitating the transfer of feelings to the students in the class, and then connects the feelings in ceritra with feelings of students, if they experience it. How to connect with a means of holding the identification of

those feelings so that it becomes easier to understand and feel alive.
3) Encourage the group to identify similar situations in real life or derived from other books that can expand the actual experience.
4) Provide an opportunity for the group to explore the consequences of an act or certain feelings and recapitulate what has happened as a result of feelings or actions that.
5) Provide an opportunity for the group to draw conclusions or make generalizations to specific actions in specific situations that have negative and positive effects.
6) Provide an opportunity for the group to determine the effectiveness of some desire or action in certain situations.

Almost similar to the Marlowe and Maycock, Laurie Jake calls the basic procedures in implementing bibliocounseling:
1) Motivating individuals or groups with an introductory activity
2) Provide the time to read the material bibliocounseling
3) Provide time for reflection
4) Provide a time to discuss the follow-up, using the questions that drive someone from memory literal / reading of the information through the interpretation, application, analysis, synthesis, and information
5) Conducting evaluations and directing an individual or group to closing phase that involves both the evaluation by the practitioner as well as a self-evaluation of each.

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2. Counselling Writing
There are several ways to write as follows.
Writing with the goal of understanding the content of reading.
Writing to understand the contents of the reading can be done by: inductive, deductive, or deductive-inductive-deductive.
1) How Inductive: for example, take the example of the figures in the reading

Amir in the house like mad so it is not familiar with his children
In a class discussion, Johni emotions so as not invited groups
Sulastri like questioning the little things that friends avoid dealing
----
Conclusion: So emotional person has no friends
Reflection: Then I should memperibaiki himself from emotional

2) How Deductive:
   At best people are smart, diligent people better
   Siti clever but too relaxed so that its value decreases
   Anton intelligent person high but not collect duties
   Budi praised the teachers for doing all the numbers matter even though there was nothing wrong
   Esti learn regularity, and can do all the questions well.
Reflection: It is idela are smart and diligent. But because I was not too smart, I better be diligent.

3) Writing in a way Deductive-Inductive-Deductive

Deductive: Your future is determined by what you do now
Inductive: Budi diligent saving
   Shanti learn skills
   Rahayu choose a college, works just married
Deductive: So the success of your life is determined by what is done now
Refllexion: Do I already like them ....? So now I've started your job?

b. How to develop their own ideas after being inspired from the content of reading
This method is carried out by following the formulation of the main ideas on a topic sentence. Then write down ideas supporters, and ended with conclusions.
Main idea: The success of life is determined by good habits.
Supporting idea: healthy habits
   The habit of working hard
   Habits improve ourselves

Concluding: Habit forming work ethic, subsequent productivity.

c. Writing with cluster
   As said by Adams (Gladding, 2003, p.113), after reading a book, for example, about the feelings of anger, a client learning to write classify a word that has a relationship. For example angry words relate to other people, places, weather, time and so forth.

3. Counseling with Singing
   As has been said earlier that singing is the last activity after reading and writing. The stages in singing as follows: a) gave the title track, b) searching for songs that can inspire the hearts, c) arrange the words, d) sings with a full appreciation. For example, the following songs by taking the title Koes Plus songs titled: "If You Come BACK. Changed to the following titles.
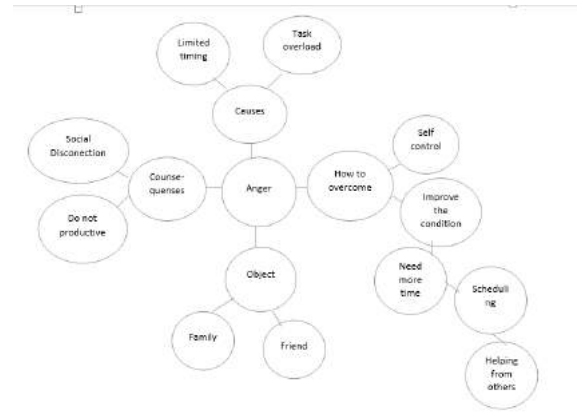
Figure 1: Clustering the Word

D. Counseling Techniques Reading, Writing, and Singing

1. Counseling with Reading
   Counseling techniques by reading the simplest is the counselor assign members to read a particular reading material. This technique is no good discussion among members as well as members of the group leader or counselor and vice versa. This technique is only equipped with simple instructions, for example read a book: "How to Eliminate Shyness" by calling the author, publisher, and pages as needed. While engineering professionals typically include a discussion with the group leader. The technique is equipped with: (a) provide advice to the counselee to read books at home, (b) reading a reading along with a person or group counselee during the counseling activities, and (c) together with the counselee to discuss the meaning of reading material balk concerning the lives of the characters in literature nor the counselee's life itself. In counseling with reading techniques can be used as follows:
a. Manage your own. The technique refers to certain conditions so that the counselee receive reading materials and does not make contact with the officer or leader of the group after the initial and final assessment. Understanding the conditions in this case is no contact. For example, a counselor launch an assessment instrument to determine kebututuhan-specific needs of the students. The assessment is based on some of the students would need to obtain a lot of information and the systematic use of time by some people succeed. In information services, counselors encourage students who want to use time efficiently to read a book that recounted the sharing of it. Then Jackie came to see a counselor to borrow a book. Yanti to be given two weeks to read it. When finished reading, counselors provide further assessment to Yanti to note progress in the use time efficiently. After that there was no longer in

contact, regardless of Yanti already making progress or not.

b. Minimal contact. This technique refers to the condition of minimal contact in the sense counselee rely more on reading materials but some times they come into contact in the form of correspondence, telephone or occasional meetings with officers trained professionals or paraprofessionals. If Yanti as on the type bibliocounseling manage themselves agree with counselors hold minimal contact then he should ever meet with a counselor for recounted the sharing how far he was influenced by the book and is there any effort has been initiated to use time efficiently.

c. Manage-therapist. This technique refers to the conditions counselee not only receive reading materials but also met regularly with the group leader or the person regularly to discuss the material and get help in applying procedures or advice from the reading material. If Yanti in the above example allow counselors to work together to manage itself in a set time then he held a meeting with a counselor on a regular basis, for example once a week on a scheduled basis by monitoring certain aspects to determine the stages of progress.

d. Tutorial-therapist. This technique refers to the traditional model and weekly interviews so that contact is the sole basis for implementation of group counseling. Bibliocounseling this type are usually carried out in the space of individual counseling or group counseling room. In this room counselors routinely trains students on how to have the confidence to speak in diksusi group or class. This type of exercise rely so counselee can progress, for example in terms of candor, ekspresf, submission of ideas, supports the idea, arguing the ideas of others. Only rely on reading and reading may be slow so that the necessary training with real situations.

2. Reading

There are several ways to read as follows.

a. Read by skimming. How to read the reading is possible in counseling because of lack of time or the client is willing to change but he just wants to know the contents of the book at a glance. Clients are more concerned with other activities after learning the contents of the book. Other activities that for example the discussion of what will be done.

b. The reading scanning. The way to read this is necessary for clients who want to understand the contents of the book in detail.

c. Reading by way of overview, reading, record, Recite (O3R).

Overview: Reviewing the contents of the book as a whole
Reading: Read the entire chapter, or book section
Record: Record the contents of the book
Recite: Explain what the contents of the book.

3. Singing

Actually there is no singing techniques required. Someone can sing the a cappella singing without accompaniment. This is usually done by spontaneous but the words come from the clients themselves. It could also sing with the accompaniment. Cheap musical instruments to be used is with the guitar. One can appreciate the content of reading with a song or sing other people's songs but with their own words. The following are ways to sing with the accompaniment of piano, guitar and some other instruments. But this requires planning and involves several people at once so that a control group. Goodness all members involved but who are not able to play a musical instrument will be hard so he quite accounted for voice.

Great singing is soulful, it mekhanis necessarily fill those words soak into the heart, down to the subconscious and mekhanis also can form a personality. Although by whistling or humming, but sung every day that an old client kelamnaan will change according to the song lyric.

PROMISE FOR LEARNING
Intro: G Am D G
G Am
Too beautiful forgotten
D G
Too valuable to be missed
C D
Once I know the meaning
D G
Which have me ignore
*
G Am
How my heart is sad
D G
Remembering the time wasted
C G
Setulus me your guidance
D G
Wherever you are advised
G Am
Suppose I realized
D G
What will I do now
Em Am
Is there a way that you give
D G
For I diligently studied
**
G Am

Lighting full moon
D G
As beautiful and I diligently laerning
Em Am
Learn to continue until later
D G
This song is my promise

E. Closing

Counseling through reading, writing, and singing is a unity that starts with reading a material that has been prepared by a counselor, followed by writing the contents of the reading, then the content is used as lyrics to be sung so enjoyable and memorable. So, there are some client activity: reading material, writing of content that matches the subject matter, composing poems, songs or compose their own choosing, and sing.

In counseling to read there are several stages. Phase identification: the counselor to identify the characteristics that client. Phase catharsis: the counselor to express feelings, emotions, confidential information that is new or had been buried through various media, for example recounted the sharing issues in counseling, unloaded on a friend who will listen, composed songs and music, or pouring into the work and art, as well as reading book. Comprehension stage is to understand the contents of the book and understand (insight) behavior contained in the book. Phase universalization is a client realize that they are not alone in seeking to have experience in a similar situation, but others are also experiencing.

After reading the book, the client began to write the contents of the book. There are several ways to write as follows: write with the goal of understanding the content of reading can be done by: inductive, deductive, or deductive-inductive-deductive. The following are ways to develop their own ideas after being inspired from the content of reading through writing the main idea in the topic sentence, followed by the supporting ideas, and diakhiriri with conclusions. Another way is to write to the cluster that classify a word that has a relationship. For example angry words relate to other people, places, weather, time and so forth.

Fill material which was written to serve as a song lyric. The poem can be sung either without accompaniment or with accompaniment of musical instruments. Cheap musical instruments to be used is with the guitar. Expected menyannyi clients with a full appreciation that the meaning contained within the song lyric can diresapinya and slowly but surely be able to transform itself and form a spirit.

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ENTREPRENEURIAL-BASED PARTISIPATIVE TRAINING THROUGH BUSINESS PARTNERSHIP MENTORING FOR LOCAL COMMUNITY ECONOMIC EMPOWERMENT IN KARAWANG

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ABSTRACT

The purpose of this study is to examine the planning, the implementation, the evaluation, the outcome, and the impact of Entrepreneurial-based partisipative training through business partnership mentoring for local community economic empowerment in Karawang. This study used qualitative case study methodology. The data collection techniques involved observation, interview and document analysis. The data were obtained through interactive model comprising data collection, data reduction, data display, and conclusion drawing/verification. The results reveal that (1) the planning of Entrepreneurial-based training engaged the learners to identify the business needs, natural resources, social environment, culture, and community potential as business partnership mentoring, (2) the training was carried out by exchanging learning and working experiences among the learners and society as business partners, (3) the training was evaluated through the learners' learning and working experiences, (4) the training improved the learners' entrepreneurial knowledge, attitudes and skills, (5) the impacts of the training raised the community economic empowerment signed by the increament of the learners' earned income.

Keywords: partisipative training, entrepreneurial-based, business partnership mentoring

Entrepreneurial-based partisipative training is any organized activities ranging from planning, implementation, and evaluation on the path of non-formal education which aims to provide specialized services to the participants to achieve the goals of learning and trying. Flippo, E B. (1990) argues that "training is the act of increasing the knowledge and skills of an employee for doing a particular job" (training is the act of increasing the knowledge and skills of an employee to perform a specific job). Simamora, H. (2005: 287) defines training as a series of activities designed to improve the skills, knowledge, experience, or a change in the attitude of an individual. Goldstein and Gressner (1988) in Kamil, M. (2009: 6) gives a definition of training which emphasized the implementation of a training place. They define training as a systematic attempt to master the skills, rules, concept or way of behaving that have an impact on performance improvement. For example, training for office work, training setting cultivated as closely as possible with the actual work environment.

Strategy of entrepreneurial-based partisipative training is a society economic development that emphasizes economic growth led learners by utilizing local potentials to improve the welfare of society. The entrepreneurship development strategy that uses a territorial approach that relies primarily on the needs, potential, and local actors of a certain area (locality). (Arsyad, L., Satriawan, E. et al, 2011: 95). Participatory training is a way in which to increase cooperation and participation in decision-making. This approach has been applied in the development of training and development planning team. Participation is the basis development of learner interaction with the environment to strengthen the duties and functions of the organization. (Sumpeno, W. 2009: 124).

Strategy of participatory training based on the principles that learning is based on learning needs (learning needs based, goal-oriented learning activities (learning goals and objectives oriented), centered on the participants (participant centered), and based on experience (experiential learning). The process of participatory learning compiled and implemented by departing from the things that have been learned in the form of knowledge, values and skills of participants as well as from the experience of participants, both from experience in the tasks of daily work and real experience is lifted from the task or job learners. From the principles of the apparent involvement of society as learners in planning (participatory planning), participation in planning implementation (participatory implementation), and participation in evaluation planning (participatory evaluation) (Sudjana, D., 2004).

Entrepreneurial-based partisipative training is undertaken to address issues such as handling with formal education lack of success in improving functional skills to develop society

entrepreneurship. Non-formal education that integrated by learning activities entrepreneurial-based partisipative training, both in industry and trade and also services, according to the needs of learners and the resources available in their environment, basically has touched guiding and entrepreneurship development (Sudjana, D. 2004: 130).

In the planning stage of participatory training based entrepreneurship in Karawang, program managers: first, help prospective business group of society diagnosing learning needs to be achieved. Purpose of identifying the learning needs of the business as a whole is to improve the knowledge, attitudes and skills that want to be acquired by business groups of the society. The involvement of society groups to identify learning needs, sources and possible barriers to entrepreneurship programs into one unified society in the implementation of an entrepreneurial-based partisipative training. In determining the learning needs of business, the experience factor from a business groups of society becomes a social capital that is very important to note. In designing the learning experience of this business entrepreneurship training manager helps business groups to apply principles of society organizing learning materials and help the business group to determine the model of entrepreneurial-based partisipative training that will be pursued.

In principle, the planning has the function: 1) to reduce the obstacles and wastage, so all that is included in it can be used as well as possible, 2) as a service in the form of the procedure in the process of achieving goals, 3) as a counterweight rather than components involved in it. Planning is the initial part of the entrepreneurial-based training management to enhance the economic empowerment of the society.

In the planning stage based training in entrepreneurship, society entrepreneurship program managers implement *first*, to assist society groups preparing the training purposes. The aim is to: a) give directions of learning activities of business, b) as the basis for the implementation of training and procurement elements of the right to learn the business, and c) as a measure of entrepreneurial training evaluation activities. Furthermore, managers and society business groups jointly select priority business learning objectives to be achieved based on the the problem, the support and resistance provided or to be provided. In addition, the participation of all parties in formulating the learning objectives were conducted to determine the program components, such as the training of trainees,

trainers, learning materials, processes, evaluation tools, facilities, tools, and training costs.

Second, to help society to prepare business group business group society. Good situation involving a group of business society in the planning of entrepreneurship training is when the training activities conducted in a limited group. Entrepreneurial-based partisipative training takes place effectively and efficiently if the number of members of the group is not too large. Among group members can teach each other, so that each can be a learning resource for studying entrepreneurship program implemented in the society. The business group business community in the implementation program contains four characteristics, namely presence of togetherness needs and motivations, reactions and different skills, organizational structure, and group norms (Sudjana, D. 2004: 136). *Third*, create a society entrepreneurship program (to prepare and establish) learning materials, methods, techniques, timing, evaluation, tools and facilities process of entrepreneural-based participative training.

Learning activities and business were prepared jointly between business groups and managers. The role of entrepreneurial program managers assists business groups in conducting learning and business. Involvement of learning resources as the manager of society entrepreneurship to create a situation entrepreneurial-based participative training aims 1) to help the group of business society and business to create a climate conducive learning. In the efforts to create a climate of learning, learning resources together with business groups to prepare study materials, determine the facilities and tools as well as fostering intimacy between business groups, and 2) assist the business group in conducting entrepreneurial-based participative training measures. Elaboration of the classification learning activities into a sequence of steps the learning activities will determine the manner of election of appropriate learning techniques and determination of appropriate learning materials to achieve the goal of learning and business.

Stage assessment of the results entrepreneurial-based training includes three aspects are interrelated. *First*, changes in the living standards of business groups on employment, income, health, and so forth. *Second*, efforts to teach others towards the acquisition of learning and business to do was perceived benefits. *Third*, the business society group participation in community economic development activities.

The impact of entrepreneurial based training for society business groups regarding the results achieved after the training program. Expected impact after business groups society to follow entrepreneurial training process is the changing

standard of living marked by the acquisition of job opportunities or entrepreneurship, acquisition or improvement of income, health and personal appearance.

Entrepreneurship is the attitude and behavior of entrepreneurs. Entrepreneur is the person who is innovative, anticipative, initiative, risk-taking and profit-oriented. This means that entrepreneurship is an attitude and behavior of people who are innovative, anticipative, initiative, risk-taking and profit-oriented. (John Kao, 1991: 14) in Sudjana, D. (2004: 131)

Based on these thoughts, and supported by the implementation of entrepreneurial-based partisipative training in Karawang to suit the aim of entrepreneurship development society. Therefore, it is considered important the synergy between business group society and the other business partners that have the same attention to efforts to solve the problems with the economy the focus of society attention to the business group. In connection with that, assistance for business partners to the program of entrepreneurship business group society can develop a pattern of assistance needs to be implemented optimally.

METHODS

This study was conducted using qualitative approach as it aims to describe and analyze the facts with the correct interpretation of the main phenomenon are explored, study participants, and the study site. The purpose of the research about entrepreneurial-based partisipative training through mentoring business partner for society economic empowerment in the Karawang regency is written in terms of "technical" research that comes from the language of qualitative research (Schwandt, 2007 in Cresswell, J.W, 2013: 167). This approach is used because it is more convenient to deal with reality, and presents the direct nature of the relationship between researcher and respondent, more sensitive and more able to adjust to a lot of sharpening influences together to patterns of values encountered (Moleong, 2004: 5).

The method in this research is a case study, namely a study to obtain a description of the case in detail, the analysis of the theme or subject, and the interpretation of the researcher or the confirmation of cases. This interpretation can be called a "lessons learned" (Guba and Lincolin, 1989 in Milan, M. and Schumacher H, S, 1997: 57). Through this case study researchers tried to reveal and analyze the data in detail about the entrepreneurial-based partisipative training through assistance for

venture partners for society economic empowerment in Karawang regency. The subjects consisted of the organizers, a trainer entrepreneurship, and three trainees from the society in Karawang regency.

For collecting data used in this study include observation, a deep interview, and analysis of documentation as a source of data that can be accounted triangulation accuracy. The research stage is implemented through three stages: stage 1) orientation to get information about what is important to find, 2) exploration to define something in a focused way, and 3) the stage member check, to check the findings according to the procedures and obtain the final report (Nasution, 1996: 33-34). To analyze the research data conducted analysis model Miles, M.B. & Huberman, M.A. (1992: 19-20), which is an interactive model. The step of the analysis include: 1) the collection of data (data collection), 2) reduction of data (data reductionaI), 3) display the data (data display) and 4) conclusion / verification (conclusion/verifying).

RESULTS AND DISCUSSION

Planning of Entrepreneurial-Based Partisipative Training

Seen from philosophy of science, that the phenomena of the training program can give rise to three questions. First, in terms of ontological, (what is the training?). Second, in terms axiological, (whether the real benefits of the training?). Third, in terms epistemological, (how to assess and develop the training?). (Sudjana, D., 2007: 2). More specifically, from the perspective of education, the development of training programs to invite some of the questions include whether the distinction between education and training, where the position of training and education if both are interrelated. Ontologically, the notion of training according to Friedman and Yarbrough (1985: 4) in Sudjana, D. (2007: 4) that training is a process used by organizations to meet their goals. It is called into operation when a discrepancy is perceived between the current situation and a preferred state of affairs. The trainer's role is to facilitate trainee's movement from the status qou toward the ideal.

In general, the training program implemented through the planning, implementation and assessment. In the planning stage entrepreneurial-based partisipative training conducted trainers process familiarity, identification of learning needs, learning resources and possible barriers to learning, the formulation objectives of the entrepreneurial-based partisipative training and the development program of entrepreneurial-based partisipative training. In essence, planning is a conscious effort, organized, and continuously performed to select the best alternative from a number of alternative

measures to achieve the goal (Waterson (1965) in Sudjana, D., 2004: 61). Planning based entrepreneurship training program in Karawang regency began with the recruitment of trainers who have the qualifications and competence in the field of entrepreneurship/ entrepreneur.

Planning of entrepreneurial-based partisipative training in society economic empowerment among others useful for managers of entrepreneurial training for: 1) to help identify learning needs efforts made jointly organized and managed by business groups society, 2) help to implement assistance from the manager to boost the learning process of business more rely on components companion in seeking changes in the behavior of entrepreneurship business groups society, 3) help implement assistance to a group of business society who are more oriented towards learning objectives business that the results can directly be used by business group of society in improving their quality of life and develop participation in efforts concerning the interests of society, 4) help implement the assistance that focuses on the resources available in the society either source of human, or the nature resulting in mutually harness between business groups society and the environment, 5) help implement the assistance more attention in terms of human societies to appreciate the potential and capabilities owned and the emphasis on society business to harness the potential and displays the ability to perform activities of thinking and doing in order to achieve the learning objectives business belongs to them in organizing society entrepreneurship program (Sudjana, D. 2004: 144).

Implementation of Entrepreneurial-Based Partisipative Training

Michael J. Juicus (1972) in Kamil, M. (2009: 3) argues the term training is used here to indicate any process bay wich the aptitudes, skills, and abilities of employes to perform specipic jobs are in creased. On the implementation of trainingbased entrepreneurship in Karawang regency, the role of program manager society entrepreneurship is to: 1) put themselves in positions that are not all-knowing, but use the principle of mutual teaching, 2) help the business groups in implementing the learning activities based on the learning needs deemed necessary, important or urgent by the business group, 3) motivate business groups to participate in drawing up the learning objectives, learning materials and steps to be taken in learning activities and business, 4) puts his position as business groups to learn from each other in the learning activities and business, 5) together with a group of business

conduct mutual learning and business, namely exchanging ideas about the content, processes and outcomes the learning activities and business and on ways and measures development-step learning experience business in the next period.

Furthermore, the manager of entrepreneurship training program 6) helps business groups to create a situation of learning activities and a supportive business, develop the spirit of learning business together and exchange ideas, and 7) develop the learning activities business in groups by taking into account individual interests, helping business groups to optimize the response to stimulus encountered in the learning activities business, 8) encourage business groups enhance the spirit of achievement, which is always eager for the most successful, the spirit of competition, not run away from challenges, and oriented towards a better life in the future, and 9) encourage and assist business groups to develop problem solving skills are lifted from their lives so that they are able to think and act on the world lives.

Training entrepreneurship based on the path of non-formal education is a learning process and business for society business groups to acquire functional skills that are useful to enhance the living standard, especially the economy. Entrepreneurial-based partisipative training interpreted as an attempt to include a business group manager community in the learning activities and business. Participation of the business society is realized in three stages namely planning program (program planning), implementation of the program (program implementation) and assessment program (program evaluation) (Sudjana, D. 2004: 129).

The training method is a common way of classification activity or learners in the training activities of non-formal education pathways. Training techniques are steps or specific ways used educators in each training methods. In the implementation of entrepreneurial-based partisipative training, methods used individual and group. While some of the training techniques used: a) tutorial, b) individual counseling, c) internships, d) discussion, b) simulation, c) working groups, d) troubleshooting, e) play a role, and so forth. (Sudjana, D. 2004: 169-170).

Assessment of Entrepreneurial-Based Partisipative Training

Assessment stage of entrepreneurial-based partisipative training is important to know the success of society entrepreneurship program in the path of Non-formal Education. Assessment conducted to collect, process and present data or in the information that can be used as an input in decision-making (Sudjana, D. 2004: 130). Assessment of society entrepreneurship program was implemented jointly between business groups

and managers. Through this assessment, the business group society know the changes that have experienced and achieved by them through the learning and business. The achievement of learning objectives will affect the business group in two ways. First, they have a view on the level of ability that has been achieved through the learning activities and business. Secondly, they are expected to make a new behavior that has owned it becomes current level of ability that will be developed at a later time in order to achieve a better ability in learning and business.

Result of Entrepreneurial-Based Partisipative Training

Dearden (1984) in Kamil, M. (2009: 7), stated that the training basically involves teaching learning process and training aiming to achieve certain levels of competency or efficiency of work. As a result of the training, participants should be able to respond appropriately and appropriate given situation. Often the training is intended to improve the performance of which is directly related to the situation. Dearden prefer to use the concept of competence (competences) compared the performance (performance). He limits the concept for the purpose of preparing the participants to act on situations that usually occur, and apply at the time of job responsibilities, both workloads more complex and simpler.

In the context of this study, the theory of training used to refer to the opinion of Robinson (1981: 12), which suggests that the training is teaching or giving it to someone's experience developing behavior (knowledge, skills and attitudes) in order to achieve something to be desired. Entrepreneurial-based partisipative training society has dimensions of empowerment of local society. Training based on local potential as an empowerment process is not simply process of delivering curiosity and skills, but rather to put more emphasis on efforts to lift and develop the ability of the society (society learning). In improving the ability of knowledge, skill and attitude, the training process is expected to resolve or troubleshoot problems people face in their lives. Training as an empowerment process also emphasizes the critical ability of learning society in analyzing each situation of economic, social, and political that faced, and further develop their own skills in order to improve their standard of living (Kindervatter, S. 1979: 12 13). Thus they are not subject to the authority of someone or other parties both economically, socially and politically.

Marzuki, S. (2009: 12) argues there are three main purposes of training, which fulfill the needs of the organization, gain understanding and a complete understanding of the standards and work with a predetermined speed and in a state that is normal and safe, and help leaders in the organization carry out their duties. Nadler, L. (1982) in Sudjana, D. (2004: 104) argues that the purpose of the training is essentially an a statement outlining a proposed change will happen to the trainees, which changes after the participants completed their learning experience in training. More detailed the training objectives can be given meaning as a definition of results ie the output (outputs) and impact (outcomes) to be achieved by training. Referring to such understanding, it can be argued that the purpose of the training is an overview of the expected behavior can be achieved by the trainees after following the training. The purpose of this is seen as an accurate yardstick for the achievement of a training program.

The changes an entrepreneurial attitude to the business groups society, which became true entrepreneurial training purposes. The purpose of this entrepreneurial contains nodes associated with the new concept, the management, creation, prosperity, and overcoming the risks, and harness the entrepreneurial skills in developing entrepreneurship. For business groups society is to develop the business in accordance with the potential to be in the environment. Enterpreneurship is the process of creating something different with vaule by devoting the necessary time and effort, assuming the accompanying financial, psyhic, and social risk, and receiving the resulting rewards of monetary and personal satisfaction and independence. Hisrich-Peters (1995: 10) in Alma, B., 2004: 26).

Entrepreneurial behavior is a description of the nature or characteristics possessed by entrepreneurs. Astamoen, M.P. (2005: 53) argues that the characteristics of people who have an entrepreneurial spirit are: 1) have a vision, 2) creative and innovative, 3) being able to see the opportunities, 4) orientation on customer satisfaction or customer, profit and growth, 5) dare to risk and strong competitiveness, 6) fast response and fast motion, and 7) with the social spirit of generosity (phylantrophis) and spirited altruist.

Drucker, P.F., (1994) suggested that entrepreneurship is an ability to create something new and different (ability to create the new and different). Entrepreneurship is a translation of "entrepreneurship", which can be interpreted as "the backbone of economy", ie the nerve center of economy or as a 'tail bone of economy', ie controlling the economy of a nation (Wirakusumo, S. (1997: 1) in Suryana, 2007: 4). Winarto (2004: 2-3) argues that "entrepreneurship

(entrepreneurship) is a process of doing something new and different with the aim of creating prosperity for individuals and adds value to society."

Behavioral changes of entrepreneurship for business groups society is a process of interaction between input raw (raw input), input medium (instrumental input), input the environment (environmental input), process (process), output (output), influence (impact) and input other (other inputs). All components interact in stages of entrepreneurial-based partisipative training, begin from planning, implementation, assessment, outcome, and impact on the economic empowerment of the business society. To conduct participatory training for the empowerment both conceptually and in implementation need guidance. The concept for the assessment of empowerment can adopt and Wandersman Fetterman (2007). The concept of this assessment is more directed to the evaluation of the factors explicit rather than implicit. Fetterman delivered 10 principles in the evaluation of empowerment, namely: 1) improvement, 2) community ownership, 3) inclusion, 4) democratic participation, 5) social justice, 6) community knowledge, 7) evidence-based strategies, 8) capacity building, 9) organizational learning, and 10) accountability. (Fetterman and Wandersman: 2007).

Impact of Society Economic Empowerment

Entrepreneurial-based partisipative training for society business groups give a direct impact, especially for people by giving a direct experience of working practices and businesses, the development of creativity, and facing economic crisis. Entrepreneurship training for society business groups can give people an opportunity to change the profile and style of management and decision making in the structure of society economic development in the region. This means that society can independently implement more tasks and roles with a number of challenges faced and access control to a variety of economic development programs implemented (Sumpeno, W. 2008: 47).

Self-reliance entrepreneurship is a mix of competencies and knowledge, attitudes and skills possessed entrepreneurs. Self-reliance entrepreneurship is reflected in someone who has an entrepreneurial spirit. In a business context, Zimmerer T.W., (1996) in Suryana (2007: 2) argues that "entrepreneurship is the result of a disciplined, systematic, process of applying creativity and innovations to the need and opportunities in the market place". Attitudes and behaviors disciplined, creative and innovative in meeting the needs and opportunities in the marketplace is a picture of self-reliance someone who has had an entrepreneurial spirit.

Sudjana, D. (2004: 20) argues that "the impact is the level of achievement of the goals and objectives of learning". The general objective of learning basically become the main directives for the organizers of the program and is a measure of the success of the learning program. Impact is a powerful influence that brings consequences, both negative positive to a person's life. The positive impact of the expected group of community business after acquiring knowledge, skill and attitude entrepreneurship is opening of opportunities to increase the income of life.

The impact of entrepreneurship based training is the economic empowerment of society. Economic empowerment of the society, if it is viewed in the concept of society development on the economic side, in line with the concept of empowerment in society development discourse always be associated with the concept of independence, participation, networking, and justice that basically placed on the strength of the individual and social. Empowerment is defined as understanding the psychological effects of individual control on the social, political powers and rights accordance with the laws (Rappaport, 1987). Empowerment as a process of decision-making by people that consistently implement them (McArdle (1989) in Wisdom, H. 2010: 3). Furthermore Ife suggests empowerment is an effort to provide autonomy, authority and confidence to every individual in an organization, and encourage them to be creative in order to complete the task as possible. Empowerment is a process of helping disadvantaged groups and individual to compete more effectively with other interests, by helping them to learn and use in lobbying, using the media, engaging in political action, understanding how to work the system, and so on (Ife, 1995).

Society empowerment is one of the ways the activities that empower people to become independent. Empowerment viewed of the origin of the word empowerment (empowerment) and empowering (empower) means giving power, transferring power or delegate authority to other parties and also to give the ability or empowerment (Rashad & Suparna, 2003: 43). Further Slamet (1992: 52) states society development is another expression of the purpose counseling development. Thus the process of empowerment is not only implemented in a short process to empower a society to make them powerful.

Assistance Business Partners In Society Economic Empowerment

Entrepreneurial spirit that monitored and nurtured for assistance by business partners include motivation, willpower, responsibility, cooperation, communication and others. Monitoring business performance seen among others by the report of cash flow of a business, market reach, business networks, the number and quality of adequate labor, an increase in turnover and assets. The role of business partner as a companion are: 1) to provide motivation for entrepreneurship, 2) provide an alternative solution to the problems faced by business groups both problems business and personal problems that affect business success, 3) if necessary to facilitate / mediate between business groups society with other parties for the business development, and 4) monitoring and evaluation of the improvement of the entrepreneurial spirit and business performance.

Method of assistance was done in co-venture partners jointly managers of entrepreneurial training to facilitate: 1) a scheduled meeting between the business group with business partners in business location each group, 2) a scheduled meeting between managers of entrepreneurial training with all business partners and business groups to deliver various obstacles and facilitate the establishment of networks between business groups society.

In a certain period of time there was a meeting business partners to discuss: 1) the development of the overall business, 2) sharing of information between business partners, 3) the possibility of synergy between business groups society. Various tools are used in the assistance of business partners include: 1) Budget Plan and Work Plan that has been made in the beginning of the program, and the monthly report of business development.

CONCLUTION AND SUGGESTION
Conclusion

Planning of entrepreneurial-based partisipative training in Karawang, conducted in which managers of program identify to diagnose learning needs of businesses that want to achieve. Helping business group societies prepare business group society, and develop entrepreneurship programs by preparing learning materials, methods, techniques, timing, evaluation, tools and facilities process in entrepreneurial-based partisipative training.

Implementation of entrepreneurial-based partisipative training created situation relationships between members of the business group open to each other, intimate and targeted. Trainer creates interaction between business groups, learning resources and managers

through horizontal relationships (parallel communication), emphasizes the involvement and participation of business groups, and training approaches centered on the business groups in the preparation of learning materials and business.

The assessment was conducted for the improvement of aspects of knowledge, skill and attitude entrepreneurial groups of society. These three aspects are related to change the living standards of business groups on employment, income, health, and so forth.

The impact of entrepreneurship training for business groups society are the change of the standard of living marked by the acquisition of job opportunities or entrepreneurship, acquisition or improvement of income, health and personal appearance.

Optimizing the role of business partner as the assistant is implemented through the efforts giviing motivation for entrepreneurship, giving alternative solutions to the problems faced by business groups, facilitate / mediate between business group society with other parties in the context of business development, and monitoring and evaluation of the performance improvement of the group business.
Suggestion

Based on the research results, suggestions are given to the managers of community entrepreneurship: first, develop a business partnership in accordance with the local potential owned by each member of the business group. Through the development of business partnership is expected to increase their participation in entrepreneurial activity according to the potential, capabilities and business types are developed.

Second, the manager of the entrepreneurial society to give assistance to provide access to the Bank's capital assistance for members of business groups with a low repayment rates to increase their production.

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PRINCIPAL EMPOWERMENT THROUGH SOFT SYSTEM METHODOLOGY APPROACH

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ABSTRACT

Empowering human resources (HR) is directed to improve the productivity of organizations, including educational institutions. The principal is the key (key person) in improving the productivity and quality of school education. Soft Systems Methodology approach becomes one of the alternatives that can be applied to develop a model of principalse mpowerment. According to analysis by the soft system methodology, empowering principals with regard to: (1) how to create a good working climate; (2) decision making; (3) self-confidence; (4) Facilities; and (5) exercise its authority as a leader in school education. These five factors influencing the creation of the workplace, psychological conditions, organizational commitment, and the presence of a leader in leading the organization.

Keywords: empowerment of principals, soft system methodology

The headmaster of an educational leader has an important role in improving the quality of schools. The principal as formal leaders have a duty to mobilize all human resources (HR) in the schools in order to achieve school goals effectively and efficiently. The principal as leader of his school as a determinant of successful implementation of the program. Empowerment of principals is essential to support the performance of the institution. Empowerment principals empowering staff refers to the concept that aims to improve the performance of the institution in achieving its objectives. Human resource development in schools requires principals to focus on all the components that exist in the schools.

Besides the principal must also understand the kind of work that is within the scope of school management. Empowerment principal is a systematic effort to empower principals to use his ability. Based on the context of the management of education, the school principal is one of the human resources of the school and has a strategic role in the organization of educational institutions. The school principal as individuals certainly has the ability and the inherent behavior. Empowerment of principals in line with efforts to improve the quality of education continuously. Strategy of empowering the principal emphasis on the ability of principals to put forward the idea; communication skills; mobilize and optimize the human resources of the schools; and the ability to lead in the field of learning.

Empowerment school principal is an effort to develop the ability of principals such as aspects of leadership, managerial ability, communication skills, and ability to nurture teachers. Empowerment principals optimally be a determinant of school success in improving the quality of school education. The school principal has the task of optimizing all the resources of the schools in order to improve the quality of school education. The opportunity to develop a school to become a truly effective school would require creativity adequate leadership. The ability and willingness will appear when the head of the school can open widely to seek and absorb resources that could encourage managerial change, and presumably the basic concepts for such changes is available widely in the areas outside the field of education itself.

DISCUSSION
Empowering Principals

Empowerment, comes from the word that means power, strength, ability. Merriam Webster states empowerment contains two meanings, namely: (1) to give the power of authority, meaning that as give power, transfer power, or delegate authority to other parties; and (2) to give abilities to or enabled, meaning that in an effort to provide the capability or empowerment (Dewanto, 2012). Empowerment is to help people gain the power to take decisions and decisive action will be associated with them, including reducing barriers to personal and social. This is done to increase the ability and confidence to use the power which is owned partly by the transfer of power from their environment. Empowerment is a process that provides autonomy and greater decision-making to the workers in all the factors that affect the work. All want to put the process of empowerment of individuals, communities and institutions as the subject of existence and his own world (Murniati, 2008: 40).

Human resource development in recent decades become a hot theme in various forums. HR

is an important factor in development. Input factors of development, such as natural resources, material, and financial will not give optimum benefits for the improvement of welfare, when not supported by the inadequate availability of human resource factors, both in quality and quantity. Progress of a nation supported by qualified human resources. Human resource development is essentially directed in order to increase participation in the organization of human resources, which in turn increases productivity. The results of various studies show that the quality of human resources is the determining factor productivity. HR competencies become the primary concern in determining an organization of human resource development models. Organizations with valuable and rare competencies will generate a greater competitive advantage than its competitors, which in turn produce optimal performance. The process of empowerment in education was essentially a holistic approach that includes the empowerment of human resources, teaching and learning systems, institutions or educational institutions with all the supporting infrastructure (Murniati, 2008: 42).

Empowerment objectives are: (1) increase the productivity of the organization's work; (2) create efficiency in the execution of duty; (3) to improve service to customers; (4) improve and enhance employee morale and career; (5) improve the way of thinking conceptually; (6) improving leadership skills; and (7) improving achievement that ultimately impact on increasing the remuneration (Sutriaman, 2016). Competitive advantage and performance of the resulting organization is a consequence of human resources and competencies (Invalid, 2008: 113). Organizations must have the ability to coordinate strategic resources well, because it is the key to building competence and ultimately achievement of high performance. The principal as educational leaders have a crucial role in empowering all the resources at his school.

Principal leadership behaviors under empowerment paradigms insight into giving equal attention to both process and outcomes, developing a culture of empowerment, and valuing leadership development as transformational (Maxfield and Flumerfelt, 2009: 39). Empowerment of principals is more focused on the ability of school leadership. Leadership is a major aspect that must be owned by the principal. Effective school leadership will bring a change to the better for the school. Principals 'leadership empowerment behavior was a significant predictor of teachers'

innovative behavior and innovative climate; it was determined that there was a significant relationship between innovative climate and teachers' innovative behavior; innovative climate was found to partially mediate the relationship between principals 'leadership empowerment behavior and teachers' innovative behavior (Sagnak, 2012: 35).

Empowering leaders can Obtain more trust, loyalty, satisfaction and identification from their employees (Amundsen and Martinsen, 2014; Hon, 2011). Leaders are people who Often receive Reviews their power through inspiring trust, communicating a vision, focusing on the group process, demonstrating concern for subordinates and the empowering of others (Bennis and Nanus, 1985; Kouzes and Posner, 1987; Porter-O'Grady, 1992). Principals leaders Responded to five essential questions regarding what works, what does not work, the incentives, and the costs of principal leadership behaviors under empowerment paradigms; emergent themes of principal behaviors were identified from two perspectives, that of practicing principals and that of emerging teacher leaders (Maxfield and Flumerfelt, 2009: 39).

Fathurrahman (2012) based on the results of his research concluded that empowering principals can be implemented by: (1) provide training for candidates and who served as head of the school, empower principals held working group by providing principals with leadership materials; and (2) empower principals in building the quality of education by implementing a planned supervision and teacher empowerment by providing opportunities for teachers to participate in training or seminars, and requires teachers to join the Teachers Working Group. Indicated empowering the principal types of behavior include: (1) modeling of inclusion and collaboration; (2) serving the community; (3) sharing the big picture; (4) developing common beliefs about learning; (5) increasing outside information; (6) connecting teaching and learning; (7) highlighting SUCCESSES in teaching and learning; (8) demonstrating a caring community; (9) building trust through communication; (10) facilitating change; and (11) empowering student leaders (Bastian, 1995: ix).

Soft System Methodology Approach

Soft Systems Methodology (SSM) is one method of analysis with systems thinking to analyze real-world situations with complex and problematic, as well as in the development of human resources empowerment model secondary school-based schools. In essence, SSM supports the derivation of a roadmap from 'what is' to the 'what MIGHT be' by engaging the organization in a structured and logical debate about itself and what it should be doing (Wilson, 2001: x). SSM is the

process of figuring out an action-oriented on problematic situations from real life everyday (Checkland and Poulter, 2006).

The users SSM do the learning starting recognize which situations to formulate and take action to rectify the problematic situation. The learning process occurs through an organized process in which real situations are exploited, using intellectual tools, thus enabling a focused discussion, then poured in a number of models of activity that builds upon the viewing angle (worldviews) pure. SSM is a process of learning and inquiry; the learning is about complex, problematically human activity systems, puposeful Eventually to taking action Aimed at improvement (Khisty, 1995: 105-106).

Referring to the opinion of Checkland and Poulter (2006), the Rukmana (2009: 120) concluded that, in principle, SSM has three main characteristics, namely: (1) understanding and analysis of the problem situation; (2) analysis of the relationships and roles of the parties involved; and (3) the analysis and the role of social stakeholders. SSM IS ALSO a process of managing, where managing is interpreted very broadly as a process of Achieving organized action. SSM Allows peoples' Viewpoints and Assumptions about the world to be brought to light, challenged and tested (Por, 2008: 335). Situation which SSM exist considered a problem, expressed not in terms of all-round system, but rather in the concept of structure and process, and the relationship between them (Checkland, 1999).

Checkland (1999) stated that the steps that must be done in applying SSM are: (1) describe the problematic situation (situation Considered problematic); (2) express the problematic situation in the form of rich picture (problem situation Expressed); (3) formulate a definition root (root definition of relevant systems); (4) create a conceptual model in the form of human activity (conceptual models of sytems Described in the root definitions); (5) comparing the conceptual model to the real world (comparison of models and real world); (6) to formulate the changes that must be made (changes systemically desirable, culturally feasible); and (7) setting the pace corrective action (action to improve the problem situation). The steps that must be made in applying the SSM is illustrated in Figure 1.
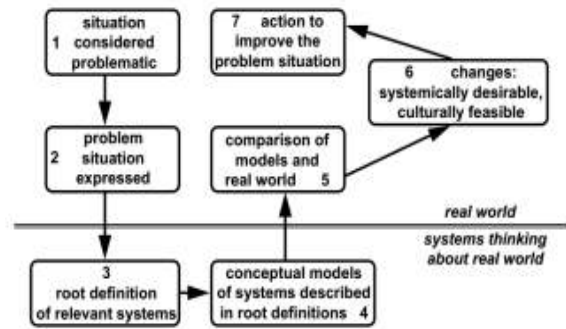
Figure 1. Steps of Soft System Methodology

Based on Figure 1 can be explained the steps SSM is Phase 1 Considered Problematic Situation, problems which meant more suitable called problem situation, because most problems to be solved more than one that needs to be identified one by one. Phase 2 Problem Situation Expressed, collect data and information by observation, interviews, workshops, and discussion followed by formulation and presentation of these problems, which is then cast in the form of rich picture. Phase 3 Root Definitions of Relevant Systems, attributed the problem to the existing system, followed by making the root definitions that explain the process / transformation to achieve the goal (to do X by Y, to Achieve Z), to examine the root definitions by doing CATWOE analysis (customers, actors, transformation, worldview, owners, and environmental constrains).

Phase 4 Conceptual Models, create a conceptual system model for each system, the model is described by the activity model, which continues to define and measure performance (performance) model (efficacy, efficiency, and effectiveness). Stage 5 Comparisons with Reality, a comparison between the conceptual model with reality and usually will arise new ideas for change. Stage 6 Debate about Change, together with stakeholders the results of previous stages discussed, the result is a change, and such changes should be systematic (manner or purpose) and feasible to be implemented.

Principal Empowerment Through Soft Systems Methodology Approach

Departing from the assumption that the empowerment of principals is something that is complex and influenced by many factors (multidimensional), hence the need for an approach in order to achieve it. Approaches Soft System Methodology (SSM) be one of the alternatives that can be applied by the institution in order to empower principals. This was confirmed by Yadin (2013: 353) who argued that since SSM is Widely used for Investigating messy situations helping better understand the system while considering many view points, it was chosen for the study. The

school principal is the key person education in schools. The principal is one of the key factors in Determining the establishment of quality education (Ekosiswoyo, 2007: 76).

The school principal determinant of the success of the school is an actor in achieving the objectives. The quality of education is affected how much optimization potential principals used. Empowerment of principals becomes crucial, because the optimization capabilities that use principals in developing education in schools is an important determinant of school success. Here are three stages of empowerment of principals with soft system methodology approach.

Phase 1 Situation Considered Problematic

Problematic situation in question is empowering school principals have not been fully oriented to the necessary competence principals as educational leaders, school principals dominant working time on the technical aspects of administrative, and lack of attention to learning leadership. This is supported by the survey results Bafadal (2016) found only 1 hour 28 minutes per day to show the role of principals as instructional leadership. School principals who incidentally is the educational leader still get the effect of practical politics, which tend to ignore this aspect of professionalism. When principals are held have become a successful team when the local elections, will certainly damage the joints of education (Bramastia, 2010).

This reality has resulted reoriented education, because education is not fully oriented to the ultimate purpose of education, but the patron oriented ruling power at that time. Upheaval education who can not distinguish between professionalism and political importance of this, it may result in action to support the statement on the winning candidate. Implemented aspects of learning in the classroom by teachers lack the proportional portion of the principal in leading the school. Supervising principals teaching activities are still oriented on the administrative aspect, yet a lot of touching aspects of learning in a comprehensive manner. This is supported by studies conducted by the Education Sector Analytical and Capacity Development Partnership (2013: 12) who concluded self-assessment of competence for the implementation of the principal academic supervision in the low category. The ability of principals provide guidance to teachers through supervision needs to be improved.

This resulted in the teaching supervision carried out tends to be dominant with a directive approach. Supervision of teaching has not implemented a continuum ranging from the directive, collaborative, and non-directive. Teachers will develop when he is given the freedom which is responsible for the professional development efforts. Blumberg (1974) found that there are teachers who have less positive perception towards the principal orientations directive. Mantja (1989) based on his research concluded that teachers prefer opening the opportunity to use the ideas and responding to feedback, and do not like when only receive feedback granted. This statement implies that the teacher is more like the pattern of a collaborative and non-directive approach to supervision.

Phase 2 Problem Situation Expressed

When the principal of less mastering competencies required of an educational leader and leader of the study, the administration of education in schools will not be effective in achieving the objectives. School is the principal, informed that for better or worse depending on the school principal (Siswandari, 2012:19). Values and ethics leadership is an aspect that must be considered also by the school principal. Leadership values are a number of key traits that a leader should possess in order to be effective and efficient leadership to achieve the goal. The main properties is like a spirit that makes a person able to operate successfully in order. Without the spirit of the position or title of a person as a leader means nothing.

Leadership that is rated good when leadership functions are run by ethical principles. Ethics in leadership is needed to support the sustainability values. A leader must consider in addition to the existing value must also comply with ethics in its environment. Educational leaders in every action must always think about whether it is true and it is wrong to do. Whether tindakanya accordance with prevailing values in society and whether it was worth doing for a leader who is a role model to his subordinates. In addition, the meaning of the principal now shifted into a position, not the leadership that displays educational properties. This is influenced by the view of education as a means of capitalization. The birth of the culture of materialism that affect education also contribute in assessing the principal as educational leader. Materialism is a philosophy of life that emphasizes the element of material objects.
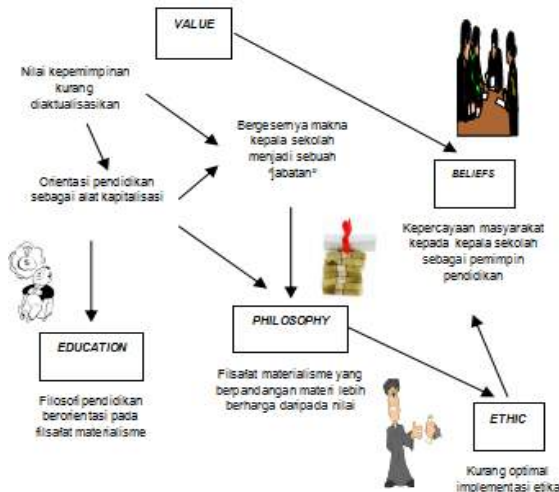
Figure 2 Rich Picture

Phase 3 Root Definitions of Relevant Systems

In order to fix the problematic situation described above, the need for a formula in the form of root definitions which aims to restructure the various views (rich picture) in the form of a statement description. CATWOE Analysis was used to develop its root definitions. The checking is aided by the CATWOE in terms of asking: who is doing what for Whom, and to Whom are they answerable, what Assumptions are being made, and in what environment is this happening (Wilson, 2012: 171). CATWOE Analysis As shown in Table 1.

Table 1 CATWOE Analysis

Customers	Citizens schools (vice-principals, teachers, learners)
Actors	Principals, supervisors, head of education
Transform ation	educational leadership
Worldview	School principal competency development, strengthening of ethical values and leadership education, strengthening instructional leadership
Owners	School
Environ-m ental constrains	Leadership, values and ethics of leadership, instructional leadership, school culture

Based on Table 1 CATWOE Analysis, formulation root definitions are empowering principals to focus on aspects of educational leadership by considering the values and ethics of leadership to create a climate of school work was good, make quick decisions and precise,

confident, able to manage infrastructure, and exercise its authority as an educational leader. The role of supervisor and head of education is to develop the capabilities of the principal. Strengthening leadership is a systematic attempt wile learning school leadership that prioritizes learning in leadership.

Phase 4 Conceptual Models

Root definitions is an attempt to structure the various structures and perceptions of worldview with continuous iteration, so the substance of the root definitions become problematic picture of the real (real world). Furthermore, to determine whether the transformations in the real world which is reflected in the rich picture (Figure 2) can realistically be resolved or obtained solution, need to be built a conceptual model, as illustrated in Figure 3. The process of modeling in SSM requires the analyst to step away from the real-world area of concern; the analyst is required to focus on the root definition and derive the minimum Necessary activities will roomates Achieve the purpose (s) of the defined system (Patel, 1995: 17).
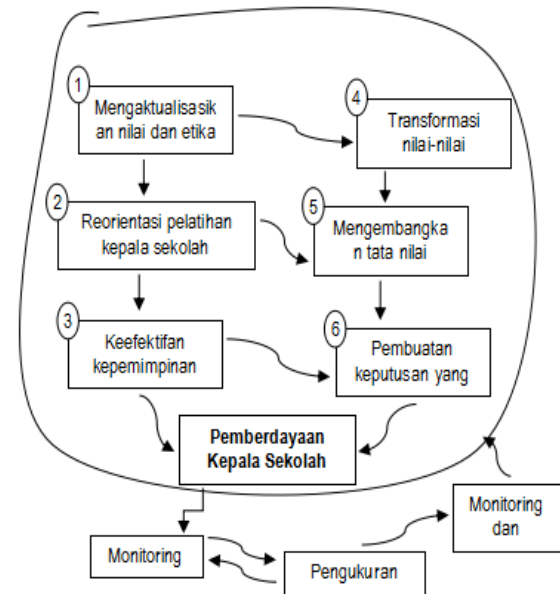
Fgure 3 Conceptual Model

The conceptual model as illustrated in Figure 3 describes the steps that must be done (human activity) in empowering principals as educational leaders. The move was preceded by two parallel activities to do that is to actualize values and ethics of leadership and transformation of the values of local wisdom. The next step is to reorient the training of school principals based learning leadership and their expected effectiveness of instructional leadership. When the transformation of the values of local wisdom has been optimally performed, is expected to develop values education and school climate. School principals are expected

to have the ability to make decisions quickly and accurately. All of these components form the basis of empowering principals as educational leaders.

Stage 5 Comparisons with Reality

As has been illustrated in Figure 3 that there are 6 components are reconstructed in order to empower principals as educational leaders, the sixth component is interconnected and influence each other and support each other in order to empower principals. The conceptual model compared with the real world (real world) to discuss (debate about change) in order to obtain the views of a worldview (Table 2). Monitoring of the six components is done by establishing internal control systems as well as incorporating elements of efficacy, efficiency, and effectiveness. The activities in the conceptual model is a series of alternatives that require follow-up action to achieve the desired transformation.

No	Activities in the Conceptual Model	Real-World Conditions
1	Actualize values and ethical leadership	Values and ethics are not yet fully actualized in educational practice, oriented positions
2	Reorientation training of school principals based learning leadership	Education school principal is still dominant on the managerial aspects of materialism and still oriented transactional
3	The effectiveness of learning leadership	Implementation of leadership is still dominant on the administrative aspect, yet oriented learning leadership
4	The transformation of the values of local wisdom (culture)	Theories about educational leadership still refer to Western theory, not optimal in tapping local wisdom values (culture)
5	Develop values education and school climate	Community values (and also educational actors) now tend to appreciate someone from the aspect of office
6	Making quick decisions and precise	No supports principals with adequate competence result in improper decision-making in solving problems

Table 2 Comparison of Conceptual Model in the Real World

Stage 6 Actions to Improve

After comparing the conceptual model to the real world (real world), subsequently arranged follow-up measures in order to make changes as an alternative to empowering principals as educational leaders. Changes and improvements were made in each of the activities are expected to reach the target model of empowering principals students overall (Table 3). Empowerment principals require strategic actions, especially the education office. The school principal should not be considered just an office, but a "mandate to educate," because that's what distinguishes

leadership with leadership education in other fields. This is influenced also by the confidence the principal itself in designing a strategic plan to develop the school.

No	Activities in the Conceptual Model	Changes and Improvements Step
1	Actualize values and ethical leadership	Equipping prospective principals with the values and ethics based on the wisdom of local area
2	Reorientation training of school principals based learning leadership	The training is designed with emphasis on aspects of learning, because learning activities is at the core of education, so that the school leadership focus more on aspects of learning
3	The effectiveness of learning leadership	Strengthening lesson study involving principals (who acted as supervisor), making learning relevant principals will be able to create a climate of mutual membelajarkan among teachers
4	The transformation of the values of local wisdom (culture)	Strong school leadership is not only based on the position, but the actualization of the values of local wisdom in support of effective leadership
5	Develop values education and school climate	Leadership education is essentially a leadership capable of educating, so that the school climate is always tinged with learning (teaser, love, care)
6	Making quick decisions and precise	The essence of leadership is decision-making, so that principals need to have complete data on school organization they lead to decisions quickly and accurately

Table 3 Changes and Improvements Step

Based on the stages of SSM can be concluded that the empowerment of principals related to: (1) how to create a good working climate; (2) decision making; (3) self-confidence; (4) Facilities; and (5) exercise its authority as a leader in school education. These five factors influencing the creation of the workplace, psychological conditions, organizational commitment, and the presence of a leader in leading the organization.

CONCLUSSION

Empowerment is a process that provides autonomy and greater decision-making to the workers in all the factors that affect the work. Empowerment of principals is more focused on the ability of school leadership. Leadership is a major aspect that must be owned by the principal. Effective school leadership will bring a change to the better for the school. Departing from the assumption that the empowerment of principals is something that is complex and influenced by many factors (multidimensional), hence the need for an approach in order to achieve it. Soft System Methodology (SSM) approaches be one of the alternatives that can be applied by the institution in order to empower principals.

Empowerment of principals becomes crucial, because the optimization capabilities that use principals in developing education in schools is an important determinant of school success. According to analysis by the soft system methodology, empowering principals with regard to: (1) how to create a good working climate; (2) decision making; (3) self-confidence; (4) Facilities; and (5) exercise its authority as a leader in school education. These five factors influencing the creation of the workplace, psychological conditions, organizational commitment, and the presence of a leader in leading the organization.

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TEACHER'S ATTITUDE IN RELIGIOUS SCHOOL TO INCLUSIVE EDUCATION

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ABSTRACT

Inclusive education has been a new paradigm in educational world. The implementation of inclusive educational has been conducted in non-religious elementary school and middle school under command of minister of religion. However, this implementation of inclusive education is considered not developed. Moreover, citizen assumes that there is not inclusive education in religious school at all, especially in the environment of minister of religion. This research aims to determine teacher's attitude to the implementation of inclusive education. This research used survey by including 45 respondents (Teachers in Religious School (Islamic School)) in Surakarta residence. Data was collected by using questionnaire of Likert scale. This result can be concluded that: (1) teachers' attitude about implementation of inclusive school is 66.67% agree, (2) teachers feel comfort to teach in inclusive class by 71.11%, (3) teachers do not feel burden with inclusive education by 68.89%, and (4) teachers accept decision to be teacher in inclusive class by 75.56%. From this result, it shows positive attitude of teacher in religious school of inclusive education. It is seen from teachers' attitude with high percentage of teachers' acceptance about decision of inclusive school and to be teacher in inclusive class.

Keywords: teachers' attitude, religious school, inclusive education

Education for all is an implementation of education which accommodates every person. Inclusive school becomes one way for children with special need to acquire chance of learning together with regular children. Olsen (Tarmansyah, 2007:82) states that inclusive education is an education which accommodates all children without looking their physical appearance, intellectual, emotional, language, and other conditions. Inclusive education has been a model to accommodate every child in a class considering skill and the needs' of students without exception (UNESCO, 1994). Inclusive education also means as an education giving flexible format of placement and education of children suit with their skill (Stubb, 2008).

Inclusive is an ideology system that every member of school, namely community, headmaster, teacher, staff of foundation, school administration, students and parents, collaborate each other to realize their responsibility in educating all students, so that they can develop optimally according to their potency and by placing students with special needs in a class of regular school (Budiyanto, 2005). Inclusive school includes community role to achieve the objective of inclusive class.

In this term, teachers become important element in implementing inclusive education. Teachers' role is giving service to children with special needs in inclusive class directly. Children with special needs has differences explicitly for their physic, mental, or social behavior characteristic because of problem in their ability of thinking, visual, hearing, and moving (Halahan& Kauffman, 2006). Teachers assume that they do not possess ability to teach those children, but the policy forces teachers to teach children with special needs in inclusive class. It affects teacher's acceptance and treatment (Pavri&Luftig; Cook, 2000, in Pujaningsig, 2011). Treatment showed by teacher will affect their peers' acceptance (Avramidis& Norwich, 2010). It shows that teachers' commitment in inclusive school is one of the important factors in determining successful or failure of inclusive school (Pratiwi, 2015). Teachers' attitude becomes one factor in determining successful inclusive education by educating and giving service suit with the needs and ability of children with special needs (Dapudong, 2014). It forces teachers in inclusive school to show positive attitude to children with special needs in inclusive class.

Former research mostly observed teachers in regular inclusive school (non-religious school). The research showed that most teachers were in group of average by 47%. There are also teacher having positive attitude by 30%. On the other side, there are teachers having negative attitude by 27%. Based on this result, it shows that there are some teachers with negative attitude. So, effort to develop teachers' attitude to be more positive is needed (Triwulandari & Pandia, 2015). Inclusive education has been a new paradigm in educational world. The implementation of inclusive educational has been conducted in non-religious elementary school and middle school under command of minister of religion. However, this implementation of inclusive education is considered not developed.

Moreover, citizen assumes that there is not inclusive education in religious school at all, especially in the environment of minister of religion. Teachers in religious school are assumed educating based on their religion and having positive attitude for all people include children with special needs. This research aims to give real picture of teachers' attitude in religious school to inclusive education.

METHOD

This research used survey by including 45 respondents, namely teachers in religious school (Islamic School) in Surakarta residence. Data is collected by using questionnaire of Likert Scale (Strongly agree, agree, disagree, strongly disagree). Data is presented in the form of percentage to see teachers' attitude in religious school to inclusive education. Teachers' attitude here is about implementation of inclusive education and acceptance of children with special needs in inclusive class.

RESULT AND DISCUSSION

The result of this research is acquired by giving questions to teachers in religious school to provide picture of their attitude to inclusive education.

Table 1 Reluctant for Command as Inclusive School

Perception	Total	Percentage
Strongly Agree	1	2,22 %
Agree	0	0 %
Fairly	1	2,22 %
Disagree	30	66,67 %
Strongly Disagree	13	28,89 %
	45	100%

From Table 1, it can be seen that there is a respondent who is very reluctant for command as inclusive school. None respondent is agree and one respondent is neutral. 30 respondents disagreeing and 13 respondents strongly disagree. The data is presented in percentage namely 2.22% strongly agree, 0% agree, 2.22% neutral, 66.67% strongly disagree, and 28.89% strongly disagree. The data can be presented in the form of diagram as follows.
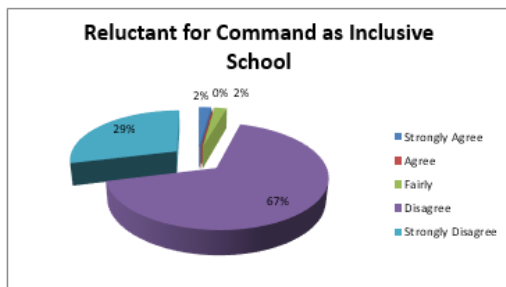
Diagram 1. Reluctant for Command as Inclusive School

Table 2 Uncomforted to Teach in Inclusive Class

Perception	Total	Percentage
Strongly Agree	0	0 %
Agree	1	2,22 %
Fairly	1	2,22 %
Disagree	32	71,11 %
Strongly Disagree	11	24,44 %
	45	100%

From Table 2, it can be seen that there is no respondent who is very uncomforted to teach in inclusive class. One respondent agree and one respondent is fairly. 32 respondents disagree and 11 respondents strongly disagree. The data is presented in percentage namely 0% strongly agrees, 2.22% agree, 2.22% fairly, 71.11% strongly disagree, and 24.44% strongly disagree. The data can be presented in the form of diagram as follows.
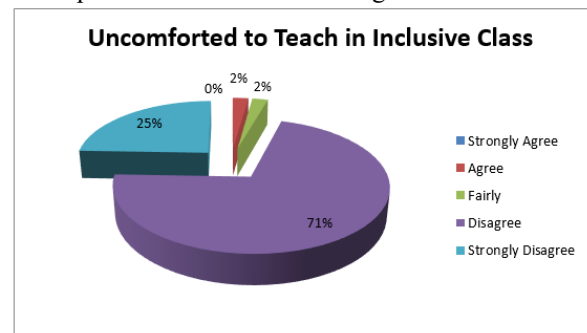
Diagram 2. Uncomforted to Teach in Inclusive Class

Table 3 Inclusive Program Becomes Teachers' Burden

Perception	Total	Percentage
Strongly Agree	0	0 %
Agree	8	17,78 %
Fairly	2	4,44 %
Disagree	31	68,89 %
Strongly Disagree	4	8,89 %
	45	100%

From Table 3, it can be known that there is no respondent who is very agree that inclusive program becomes teachers' burden. Eight respondents agree and two respondents are fairly. 31 respondents disagree and 4 respondents strongly disagree. The data is presented in percentage namely 0% strongly agrees, 17.78% agree, 4.44% fairly, 68.89% strongly disagree, and 8.89% strongly disagree. The data can be presented in the form of diagram as follows.
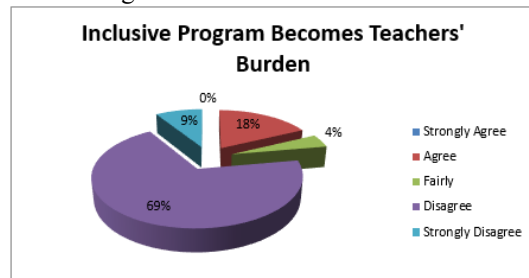
Diagram 3. Inclusive Program Becomes Teachers' Burden

Table 4 Difficulty to Accept Decision to Become Teacher in Inclusive Class

Perception	Total	Percentage
Strongly Agree	0	0 %
Agree	4	8,89 %
Fairly	3	6,67 %
Disagree	34	75,56 %
Strongly Disagree	4	8,89 %
	45	100%

From Table 4, it can be known that there is no respondent who is very agree that they are difficult to accept decision to become teacher in inclusive class. Four respondents agree and three respondents are fairly. 34 respondents disagree and four respondents strongly disagree. The data is presented in percentage namely 0% strongly agrees, 8.89% agree, 6.67% fairly, 75.56% strongly disagree, and 8.89% strongly disagree. The data can be presented in the form of diagram as follows.
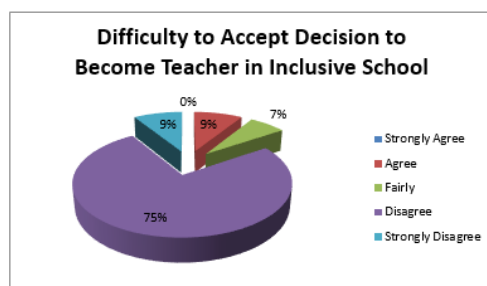
Diagram 4. Difficulty to Accept Decision to Become Teacher in Inclusive School

This research shows teachers' positive attitude in religious school to inclusive education. It means that teachers in religious school support and possess knowledge about inclusive education. Teachers' attitude to inclusive education is influenced by teachers' perception about deficiency of their students (Elisa &Wrastari, 2013). Teachers' perceptions are different based on their gender in forming positive attitude to inclusive education. Former research said that gender affects attitude to inclusive education. Female teachers tend to show positive attitude about integration of children with behavior disorder than make teachers. Beside, female teachers tend to have higher tolerance than male teachers (Dukmak, 2013). Teachers' attitude is formed from teaching experience for years and direct interaction with both regular students and students with special needs (Unianu, 2011). Years experiences will support their knowledge to teach and make interaction with children with special needs in inclusive class (Sucuoğlu et al, 2013). Teachers with many experiences in doing direct contact with children with special needs will affect their positive attitude to inclusive education. In line with teachers'

involvement in inclusive education, it can be said that more contact with special children more positive teachers' attitude is in teaching in inclusive class (Cassady, 2011).

In teaching, teachers force to have competencies to educate children with special needs who have different characteristics (Florian & Linklater, 2010). Teachers' training is important to give more knowledge and experience directly to handle children with special needs. Training will give support for teachers to have positive attitude to special children from the result of their new knowledge gotten from training process (Šuc et al, 2016; Costello& Boyle, 2013). In practice, teachers need to be supported by positive school's environment, where supported facility for children with special needs is sufficient in inclusive class (Avramidis & Norwich, 2010). Supporting facility for special children are for example learning media and accessible classroom. This will give moral support which increase teachers' positive attitude to be more enthusiast in teaching children with special needs in inclusive school.

CONCLUSION

From the result of this research, conclusion in general about teachers' attitude in religious school to inclusive education can be obtained as follows: (1) teachers agree of command of their school to be inclusive school by 66.67%, (2) teachers comfort to teach in inclusive class by 71.11%, (3) teachers do not feel burden with inclusive education by 68.89%, (4) teachers accept decision to be teacher in inclusive class by 75.56%.

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THE PERCEPTIONS OF INTERNALIZING THE BANJARESE CULTURE INTO ENGLISH TEACHING IN BANJARMASIN

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ABSTRACT

This study is aimed to investigate the school community's perception toward the internalization of the Banjarese cultures into English teaching in Banjarmasin's Junior High School. The usefulness of this research includes at least two aspects in the context; theoretical significance and its practicality. Theoretically, the results of this study may provide a new view of the integrated English teaching toward the Banjarese cultures and defend the values of local wisdom through learning English. In practical terms, the results serve concrete contribution of the development strategy of maintaining awareness of local knowledge through learning English as well as making the students possess the positive attitude towards the importance of maintaining the values of local wisdom. This study is conducted by using qualitative approach and a descriptive method. The population of the study is the students and teachers of Junior High Schools in the river area in Banjarmasin. This study uses interviews and questionnaires as data collection techniques. The analysis technique used is content analysis (content analysis), which is an analysis of the content acquired both from interviews and questionnaires.

Keywords: perceptions, internalization, banjarese culture, english teaching

Speaking in Indonesian language means it deals the diversity in the possession of this nation's called a tribe, culture, norms of life and so on. Every region in the country certainly has the characteristic of each that can then be distinguished from one area to another. The identity differences would be something interesting when juxtaposed and included in the discussion of education as fostering unity and differences. Education inculcate the spirit to always build tolerance among different despite of perspective, how to think, how to act, and so on (Yamin, 2011).

On that basis, the Minister of National Education Regulation No. 22 in 2006 on the Content Standards then states that the local content and activities of self-development is an integral part of the structure of the curriculum at primary and secondary levels of education. Local content and self-development is actually intended that the students then have a soul building the spirit which is always open. In each of the subjects taught in schools, local content needs to be included in the process of learning activities. Binding and entering the values of local content in certain subjects and each subject into a formal judicial mandate in the context of national education policy.

Therefore, any educational institution should determine the type of local content tailored to the characteristics and potential of the region, including areas of excellence and further into the subjects. Because the Content Standards arranged centrally not be able to accommodate a wide variety of types of local content are performed on each unit of education, so this is where intervention is required to turn the area of local content as a wealth localities in their respective areas. Therefore, the education unit must prepare and develop Graduates Competency Standards (SKL), the standard of competence (SK), basic competence (KD), the learning device (syllabus and lesson plans), as well as assessment tools, and set the minimum completeness criteria (KKM) for implementing the local content.

A research conducted by Yamin (2013) entitled Local Curriculum in Banjar District shows that the culture of *Banjarese* in the previous curriculum is generally divided into five groups, namely: (1) A research conducted by Yamin (2013) entitled Local Curriculum in Banjar District shows that the culture of *Banjarese* in the previous curriculum is generally divided into five groups, namely: (1) *Banjarese* Language. Language subject *Banjarese* functioned mainly on developing the ability to communicate, express thoughts, feelings and reasoning ability as well as fostering cultural integrity, (2) Regional Cultures. Regional Cultural subjects include folk games, vocal arts, dance, music, literary arts, theater and ethics, (3) Skills. Subject skills include elements of fisheries, agriculture, handicrafts, typical food and clothing style, (4) History of *Banjar*. The subject of *Banjarese* history includes knowledge of *Banjarese* community development process, (5) Religion. Shades of Islamic subjects include reading and writing the Quran, *tajweed* science, read and write Arabic calligraphy. It is so called because these subjects had distinctive strengthen faith and devotion to the Allah SWT. The teaching puts more emphasis on practice and internalization of values

and customizing of religious activities in their daily lives. Therefore, it needs to be enriched with knowledge and understanding, followed by practice and further deepening and expansion in accordance with the requirements in the existing syllabus.

METHOD

This research employed the descriptive research design. Fraenkel & Wallen (2006) state that descriptive study is a method of research in which aims to describe existing condition without analyzing relationships among variables. This study describes the perceptions towards internalizing the *Banjarese* cultures into English teaching in Junior High Schools in Banjarmasin especially those schools who are located near the rivers.

The study was conducted in three different schools namely SMPN 15 Banjarmasin, SMPN 13 Banjarmasin, and SMPN 21 Banjarmasin. The research population was all of the students and teachers in those schools. The sample of this research was 90 students and 15 English teachers in SMPN 15 Banjarmasin, SMPN 13 Banjarmasin, and SMPN 21 Banjarmasin.

The instruments for this research are 15 questions of open and closed- answer questionnaire and the interview for the samples related to the *Banjarese* cultures integrated to their English teaching. The questionnaires were distributed to 90 students of 3 schools and 15 English teachers. The interview was conducted to 10 students for each school and all of the teachers. This was used to gather the secondary data.

The data obtained from the students' and teachers' completed questionnaire were presented in descriptive statistical analysis which used to summarize the overall distribution of responses to each item of the questionnaire. The steps of analyzing the data were presented as follows: showing the number of percentage from the students and teachers questionnaires, and analyzing the secondary data gathered from the interview to the randomly selected interviewee.

RESULT AND DISCUSSION
Students' Perception

Table 1. Students' Perception

No	Indicator	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Banjarese handcraft should be integrated into English Teaching	39.97%	53.41%	6.82%	0%
2	Banjarese custom is very important to be internalized in English Teaching for Junior High Schools	39.77%	54.55%	4.55%	1.14%
3	Contextual Learning should be applied in schools	27.27%	61.36%	10.23%	1.14%

The first data is regarding students' opinions about the *Banjarese* craft to be put into learning English in order to strengthen regional identity. A total of 39.77% of students strongly agreed, 53.41 students agreed, and the rest do not agree. This shows that the students are very supportive in learning English if they have information about the typical crafts from the region Banjarmasin.

The second indicator's result can be seen from the table above, that more than half of respondents, amounting to 39.77% stated strongly agree and 54.55% said they agreed that if the customs derived from Banjarmasin important areas to be included in the English language learning in order to strengthen regional identity. Then, only 4.55% of students disagreed and 1.14% of students disagreed completely with it. These data indicate that students are very interested in learning English if they are the subject of the customs of their own area.

The third indicator of the data shows, as much as 27.27% of students is totally agreed and 61.36% of students agreed if the text that is taught in school is reading about everyday life. This shows that the students will be more interested in reading and learning if the text used is the text that is contextual. Then, as much as 10.23% and 1.14% of students agreed that if the students are not being taught is the text about everyday life. This could be the subject matter for further research.

These are some students views related to Banjarmasin as a city of a thousand rivers and their English teaching and learning in schools as found during the interview: (1) the rivers are the source of life for Banjarese people, (2) the rivers are beneficial as a means of transportation, trade and tourism, (3) Banjarese has many kinds of customs variety which can attract tourism, (4) contextual learning can introduce Banjarese cultures through English writing to the world, (5) it can help the Banjarese people to interact with the foreigner tourists, (6) it widens the opportunities for the job seeker to explore more in tourism field, (7) learning activities can be varied as making and broadcasting videos of Banjarese culture in English for speaking skill, (8) schools should put Banjarese culture as one of the material in English so that they can learn how to be a tourist guide, (9) students should have more outside class activity to help the students in getting know their Banjarese cultures deeper.

Teachers' Perception

The data of teachers' perception is related to the material of *Banjarese* Culture which can be internalized into English Teaching such as the *Banjarese* customs, *Banjerese* skills, *Banjarese* entrepreneurship, and *Banjarese* artistry. The data are taken from the questionnaire and the interview to the English teachers. Eventually, all the teachers agreed to have *Banjarese* culture integrated in English teaching as it is shown in the following Table 2.

Table 2. *Banjarese* customs which can be integrated into English Teaching

No	*Banjarese* customs	No	*Banjarese* customs
1	The *Banjarese* floating market	5	*The Jukung Hias* Festival
2	The Showers	6	*Baakikah and Batasmiyah*
3	*Banjarese* Marriage		
4	The *Muludan*		

Table 2 shows that *Banjarese* customs such as the floating market in *Lok Baintan* or in *Alalak*, the showers before getting married or in the seventh month pregnancy, the *Banjarese* marriages, the *Muludan* which celebrates the birthday of the Islamic Prophet Muhammad SAW, *the Jukung Hias* Festival, *Baakikah and Batasmiyah* which celebrate the process of giving names to the newborn baby, etc. can be integrated in English teaching and learning by implementing the project based learning.

Table 3. *Banjarese* skills which can be integrated into English Teaching

No	*Banjarese* Skills
1	How to make a *Jukung*
2	How to design *Sasirangan*
3	How to breed *Itik Alabio*
4	How to make *Banjarese* craft

The data in the Table 3 provide the *Banjarese* skills which can be used to be the teaching materials in English subject namely the process of making a *jukung* (a traditional small boat without machine), the process of designing *sasirangan* (The *batik of Banjar*) pattern to be a good fabric, how to breed *itik Alabio* which is one of the endemic duck of *Banjarese* people, and how to make *Banjarese* craft such as *tanggui, tikarpurun*, etc.

Table 4. *Banjarese* Entrepreneurship integrated in English Teaching

No	*Banjarese* Entrepreneurship
1	*Sasirangan*
2	*Banjarese* culinary
3	*Banjerese* fishery

The fourth table shows how teachers can teach the students to be an entrepreneur by producing and marketing sasirangan, developing Banjarese culinary such as *ketupat kandangan, lonto kiwa kharuan, nasi kuning masa khabang*, etc. and fishery like breeding *papayu and haruan* and then integrated them into English teaching and learning at schools.

Table 5. *Banjarese* Artistry integrated in English Teaching

No	*Banjarese* Artistry
1	Panting Music
2	*Banjarese* Songs
3	*Banjarese* Dance

The Table 5 above shows the data of art of *Banjarese* cultures such as one of the traditional music in Banjarmasin; the panting music, *Banjarese* songs and *Banjarese* dances such as *TariRadapRahayu, BaksaKembang*, etc. The students may observe the art and write a report about the performances.

As the first data has shown in the findings of students' perception, they agree to have *Banjarese* craft in the material of their English learning. *Sasirangan* is one kind of *Banjarese* handcraft which is a very authentic fabric patterns. In teaching in secondary schools, manufacturing *sasirangan* become one of the learning content on the subjects of local content to teach the students to create patterns *sasirangan* by making a running suture and then dipped into dye and then dried in the sun. It is expected that the students will be able to continue to preserve the *sasirangan* which is able to compete with batik in which it had become Indonesian national identity. In learning English, *sasirangan* can be inserted into one of the topics of reading, writing and speaking. Besides *sasirangan*, *Banjarese* other cultures can be taken as a matter of English teaching as a *Banjarese* unique culinary, customs, etc. In order to increase students' awareness of the *Banjarese* culture, English curriculum integration with *Banjarese* culture can be an alternative learning innovations in secondary schools in Banjarmasin.

The second indicator shows that *Banjarese* Customs is an identity of *Banjar* community which should be continued to be preserved. Indigenous culture is distinguishing one area to another. *Banjarese* culture has a wide range of customs such as *Batimung* (a procession before marriage), *balamut, bahantaran, badudui, Khataman al-Qur'an, batasmiyah, baaqiqahan*, etc. Customs can be incorporated into the teaching of English in schools that aim to preserve *Banjarese* culture once used as a medium for learning English. The results of the above survey shows the majority of respondents agree that the customs is very necessary to put into learning English in secondary

schools as a result of learning can provide a variety of benefits for students, which they can obtain information about the various *Banjarese* culture, and they can practice their English skills. Schools' respondents of this study are the first secondary schools that are located along the *Martapura* River. *Martapura* River is one of the largest rivers in Banjarmasin and its existence is crucial for the *Banjarese* people. This is because a wide range of activities undertaken by the *Banjarese* people along the river. Geographical location thus certainly affects the culture of school children around the riverbanks.In order for the teaching of English at school to be well accepted by the students, teachers need to implement culturally appropriate learning for them outside the school environment. It can be applied to conduct the survey or river-based activities to the students of the school and then requiring them to use English as the language of instruction. With the variety of activities that attract the interest and attention of students, the learning process is expected to run smoothly and obtain optimal results.

The third indicator shows that contextual learning such as English text about *Banjarese*culture should be included in English teaching and learning. English proficiency consists of four (4) basic skills, namely reading, writing, listening and speaking abilities which are divided into productive and responsive capabilities. The responsive skills are reading and listening, while the productive ability is writing and speaking. Reading texts in English has a very important role in reading and writing since by reading texts about Banjarese culture, the students are able to write.Reading texts for junior high school level is limited to some genres, such as narration and description. Culture streams can be put in the type description text that explains about various famous rivers in Banjarmasin, the history of the river, the activities undertaken by the community in the rivers, etc. This is certainly going to attract students to learn more about its culture.

The teachers believe that *Banjarese* cultures are appropriate to be inserted into English Teaching as the data has shown. Teachers classify the material into four classifications namely *Banjarese* customs, skills, entrepreneurship, and artistry. These items are essential for students not only as teaching material, but also to the development of the character building of the students themselves. As Yamin (2013) states "If the local content subjects are no longer feasible to be applied, then the school can use local content

subjects from another school or continue to use local content subjects offered by the Department or develop local content that is more appropriate, or integrate the local content into other subjects", the primary schools in Banjarmasin may apply the *Banjarese* local wisdom into English teaching. For example, students can visit and observe any of the activities of the *badudui* and *khatam alquran* and then conduct interviews to the people and report the results in groups so that English teachers can apply project-based learning.Another example is the observation of *Lomba Jukung Hias* in *Martapura* River which is an annual event held by the government. It is the ornamental race boats which attracts the tourists both locally and outside the region. Learning English can be doneby asking the students to participate in activities whether they join as the participants or the spectators. Then, the students are asked to describe the activities of *Lomba Jukung Hias* in written and verbal form.

Thus, learning English can be integrated using models of innovative learning such as cooperative learning, problem-based learning, project-based learning, etc. to make the learning environment more attractive and conducive.

CONCLUSION

Based on the research findings and discussion above, it can be concluded that internalizing the Banjarese cultures into English teaching and learning in Banjarmasin schools, especially in Junior High Schools as their primary school is essential to build good character of a student who loves their local wisdom as well as being modernized in this globalization era. Teachers support this idea by using the Banjarese cultures as the materials and the topics to develop the students' English skills. The perceptions of students and the teacher are believed as one starting point to preserve the Banjarese cultures by putting them in the teaching and learning process; as in English subject. Thus, it is hoped that other schools in Banjarmasin can integrate the culture into English teaching to get many beneficial effect toward their students and the culture preservation itself.

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INTEGRATING AL-QUR'AN WITH RATIONAL EMOTIVE BEHAVIOR THERAPY IN COUNSELING MUSLIM STUDENTS

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ABSTRACT

Rational Emotive Behavior Therapy (REBT) is a counseling approach that emphasizes changing irrational belief of the counselee which is considered as the source of most of his/her problems. The approach assumes that people contribute to their own problems by the way they interpret events or situations irrationally. Therefore, in the process of counseling, REBT devotes much effort to dispute this irrational belief. Several REBT theorists suggested five strategies that yield effective disputation: logical disputation, empirical disputation, functional disputation, heuristic disputation, and disputation by rational alternatives. After all, despite it has been designed in such a way, changing belief is not easy. It is typically because it has been formed through the lifetime experiences, so it becomes a sort of counselee's world view. Albert Ellis, the founder of REBT, suggests that counselors should explore counselee's religious belief and use it in the counseling in order to make the disputation easier. He recognized that religious belief has high power to change people. In the case of counseling Muslims, integrating Al-Qur'an with disputation process is a way to enhance the therapeutic effect of REBT. Al-Qur'an is kalamullah (the word of Allah) that is the main source of Islamic teachings. Therefore, every Muslim believes absolutely whatever the scripture says. In the context of five disputing strategies mentioned above, using Al-Qur'an to dispute irrational belief can be categorized as empirical disputation, which shows that the teachings of Al-Qur'an do not support, or even fulminate, the irrational belief he/she holds. By using Al-Qur'an in the process of disputing, it is expected that the belief can be countered more effectively.

Keywords: al-qur'an, REBT, muslim

Rational Emotive Behavior Therapy (REBT) is a widely used counseling approach in school counseling service. The approach, developed by Albert Ellis, has become so popular because of its comprehensiveness in dealing with various problems; it simultaneously targets cognitive, affective and behavioral aspect of the problems (Dryden, 2009:10). Particularly in Indonesia, REBT is preferred because it has directive and didactic counseling style that conform to the style of Indonesian counselor. There are also several studies that showed that REBT was effective to help counselee in solving various problems, either in individual or in group settings (Lyons & Woods, 1991).

REBT insists that the core of most human problems is their tendency to make absolutistic evaluation of events in the life. This evaluation appears in the form of dogmatic demands and commands such as "should, must, and ought". REBT calls them irrational belief because they contain irrational philosophy that demands ourselves or other people to always conform to our own expectations. Meanwhile, humans can not always be perfect. There are possibilities that our performance will be below standard. There are also possibilities that we will encounter conditions that do not correspond with our expectations (Ellis & Dryden, 1997:14). When people follow the philosophy, they will be susceptible to emotional disturbances and other problems if things do not go as they wish.

Based on the view, in counseling process, REBT will help counselee to free him/herself from the problem by disputing the irrational belief. There are five strategies that can help counselee rejects his irrational belief: *logical disputation, empirical* or *evidentiary disputation, pragmatic or functional disputation, heuristic disputation* or *disputation by means of cognitive dissonance, and disputation by inciting rational alternatives*. These strategies can be delivered with five styles: *didactically, through Socratic discussion, by therapist self-disclosure, in metaphor, or with humour* (Nielsen, Johnson & Ellis, 2001:108).

After all, despite it has been designed in such a way, changing belief is not easy. It is typically because it has been formed through the lifetime experiences, so it becomes a sort of counselee's way of life. We need not only long time but also big effort to make the counselee change his/her irrational belief and adopt rational belief. In fact, if the counselor does not use the strategies skillfully, the counselee will feel that he/she is being "attacked" or judged. It will take him/her to stand defensively which will further make the counseling process unproductive.

To overcome the problem, counselor may explore and utilize counselee's religious belief as a tool to dispute his/her irrational belief. Ellis (in Seligman, 2006:314) suggests that religious belief

can help people find a personally meaningful direction. It also has high power to change people. It is because they tend to adhere to religious teaching that is written in its scripture. By utilizing this religious belief, it is expected that the disputing process will be more effective and efficient. In connection with this, Al-Qur'an is the primary source of Islamic teachings. Al-Qur'an is *kalamullah* (the word of Allah) revealed to the Prophet Muhammad. Every Muslim believes that Al-Qur'an has absolute and highest truth. Denial or distrust on it will be considered as denial of Islam itself. Therefore, every devout Muslim will always follow what it commands and avoid what it forbids. With this important position, integrating Al-Qur'an with disputation process is a way to enhance the therapeutic effect of REBT.

In the context of five disputing strategies mentioned above, using Al-Qur'an to dispute irrational belief can be categorized as empirical disputation, which shows that the teachings of Al-Qur'an do not support, or even fulminate, the irrational belief he/she holds. By using Al-Qur'an, it is expected that the belief can be countered more effectively. Based on the above background, this article aims to discuss theoretically about the integration of Al-Qur'an and REBT in counseling Muslim students.

DISCUSSION
REBT's View of Human Nature

REBT has the same view with phenomenologists that human responds to an event based on how he perceives it, not on the event itself (Dryden, 2009:9). In everyday life, we can find two or more individuals who respond differently to the same event. This indicates that the incident does not give direct influence, but is mediated by the way they perceive it. However, the perception alone will not cause disturbance in humans as long as it is not extreme and rigid. According to REBT, both types of perception are the source for human problems.

In connection with the view, REBT describes that humans are born with the potential for rational and irrational thought as well. Therefore, even though they have inborn propensity toward growth and actualization, they can readily sabotage the growth by unrealistic, illogical, or other destructive thoughts (Vernon, 2007:268). Ellis & Dryden (2007:6) said that even the most rational and intelligent people may think irrationally and show absolutistic demands on themselves, others, or the surrounding environment. It is because humans are biologically and sociologically more prone to learn self-

defeating than self-enhancing behavior (Sharf, 2012:336).

Irrationality is something actively constructed by the individual. Humans have the choice to embrace rigid or flexible ideas (Dryden, 2009:63). Therefore, they are the agents that construct their own problem in themselves. They have the choice to disturb themselves by irrational thoughts or be personally healthy by adhering to rational thought. So that, changing the irrational belief to the rational one can be achieved only with the will of the individual him/herself. Counselor only needs to show that the belief he/she followed is irrational, useless, and psychologically harmful.

As social beings that interact by means of words, humans often manifest their irrationality through the language (Dryden, 2009:13). Words such as "should", "must", and "ought" used in daily communication indicate that they tend to embrace rigid ideas and absolutistic demands. Therefore, language change is an integral part of the counseling process. REBT counselor will be a semantic teacher who teaches rational languages instead of irrational one.

REBT's View of Problem

REBT considers that the core of most human problems is their tendency to make absolutistic evaluation of events in the life. This evaluation appears in the form of dogmatic demands and commands such as "should, must, and ought". REBT calls them irrational belief because they contain irrational philosophy that demands ourselves or other people to always conform to our own expectations. Meanwhile, humans can not always be perfect. There are possibilities that our performance will be below standard. There are also possibilities that we will encounter conditions that do not correspond with our expectations (Ellis & Dryden, 1997: 14). When people follow the philosophy, they will be susceptible to emotional disturbances and other problems if things do not go as they wish.

There are four classifications of irrational beliefs that are the source of various problems people encountered: (1) *demand;* (2) *awfulising belief;* (3) *low frustration tolerance belief;* and (4) *depreciation belief* (Dryden & Neenan, 2004: 8-11). *Demand* is a kind of irrationality that contains rigid ideas people hold about how self, others, or things absolutely must or must not be. *Awfulising belief* is extreme ideas that people derive from their demands towards self, others, or things when these demands are not met. Such belief appears in statements such as: "I must do well and it is terrible if I do not"; "You must treat me well and it is awful when you do not"; and "Life must be fair and it is the end of the world when it is not". *Low frustration tolerance belief* is a kind of irrationality

which contains absolutistic demands towards self, others, or things that individuals must not be as frustrating or uncomfortable as they are. *The depreciation beliefs* contain negative self-assessment people do when the demands toward him/herself, others, or the world are not met.

Those irrational beliefs are the source of various problems and psychological disorders people encountered, either in moderate or severe level. When viewed categorically, these problems can be classified into two types: ego disturbance and discomfort disturbance (Ellis & Dryden, 1997:7).

In *ego disturbance,* people make absolutistic demands on themselves, others, or the world. if these demands are not met in the past, present, or future, they become disturbed by damning themselves. This kind of problem occur because people tend to: (1) rate themselves negatively, and then (2) "devil-ifying" themselves as being bad or less worthy. In order to get out of this problem, individuals should be encouraged to accept themselves unconditionally.

Discomfort disturbance also known as *low frustration tolerance*. Individuals with this problem again demand on themselves, others, and the world that they must not be as frustrating or uncomfortable as they are; they demand that life should always be fun. If these conditions are not met at this time, in the past, or in the future, they will feel very upset and create *I-can't-stand-it-it is.* High frustration tolerance in order to achieve the objectives and long-term happiness is the healthy and rational alternative to demands for immediate gratification.

REBT and Religion: Contrasting or Integrating

Because of its criticism of various religious beliefs, REBT is sometimes considered to be contrary to religion. It actually reflects a misunderstanding of REBT's view. Actually, REBT acknowledges that belief in god and involvement in religious community can help people find meaningful direction. REBT encourage counselors to explore counselee's religious beliefs, rituals, and then use them as a treatment in counseling (Johnson, Ridley, & Nielsen, 2000). REBT only opposed to religious beliefs that are irrational, those that are absolutist, rigid, and anti humanistic.

Integrating religion into counseling is not actually new. It was done long time ago. This is because it is common in counseling that the counselees believe in god, who has a superpower to manage anything in the world, including to heal and to solve their problems.

Richard & Bergin (2006) stated that there are two strategies commonly used in integrating religion and counseling: theistic and denominational strategy. The first strategy combines religion with a particular counseling approach, while the second one uses the concepts and rituals of religion solely in counseling. However, both types of these strategies still need a lot of empirical evidence.

Goal of Counseling

According to REBT, One of the main problems of the counselee is *ego disturbance*. In this problem, the counselee demands him/herself, others, or the world in absolute terms. If these demands are not met, he/she will immediately blame him/herself and feel unworthy. This condition is a result of negative self-rating he/she did that is based on his/her lack of performance. For REBT, self and behavior is something different. So that, rating self based on performance is unfair. Therefore, one of REBT goals is teaching the counselee to distinguish between the self and the behavior/performance. By being able to differentiate them, it is expected that the counselee can accept him/herself unconditionally despite his/her lack of performance.

In addition to the goal mentioned above, REBT also aims to teach the counselee rational philosophy of life that is useful for her/his daily life. To achieve the objective, REBT encourages the counselee to learn cognitive skills that will make him think more rationally and accept his/herself unconditionally so he/she can live happier (Dryden, 2009: 26). Of course, to complete the effect, emotive and behavioral techniques are also applied.

The Process of Counseling

In general, procedure for implementing REBT concept into counseling follows the ABCDE model (*antecedent*, *belief*, *consequence*, *disputing* and *effect*) designed by Albert Ellis. This model is typically done in five to twelve sessions (Ellis in Vernon, 2007: 281). However, some REBT practitioners and experts then add a number of more detailed steps to make the model more visible and easily implemented. One of the more detailed procedures has been designed by Dryden and Neenan (2004:30), which consists of six stages as follows.

Selecting and Investigating a Problem

The first stage in REBT is asking the counselee to choose and describe the issue he/she want to discuss. This stage, of course, is done after he/she quite understand about the perspective of REBT in resolving the problem. Here are things that the counselor needs to consider in facilitating

the counselee to choose the issue he/she wants to discuss in counseling:

Obtain a Clear Description of the Problem and the Specific Context in which it Occurs. When asked to explain the issue he/she want to discuss, some counselees may express it in unspecific or unclear words. If left unchecked, it will misguide the counseling process. Therefore, the counselor should encourage the counselee to explain his/her issue in a clear, specific and complete description. It means that he/she should explain the issue in the context in which it takes place. Dryden and Neenan (2004:34) said that the problem will be better understood through the specific instance in which it occurs. Similarly, counselee's level of emotional engagement with the problem is usually higher or more intense at the specific level than the general level.

Focus on a Disturbed Emotion at C. It is not emotions per se that are explored in REBT but disturbed emotions. The counselee may describe his/her disturbed feelings in ways that are unclear. So that, the counselor should make them clear in term that they are perceived in a same way by both of the counselor and the counselee.

Locating the Critical A. In assessing counselee's problem, the counselor should search for the critical A, that is, the aspect of the situation which the counselee is most upset about and triggers his/her irrational belief (B) which, in turn, largely determines his/her emotional reaction at C. A key technique for locating the critical A is inference chaining, that is, linking the counselee's personally significant inferences about the situation in order to pinpoint the triggering inference.

Goal-Setting

When counselee's critical A has been uncovered, some issues in goal-setting will now be discussed. It is important for the counselor to encourage the counselee to make short term and long term goal. A useful acronym to guide goal setting is SMART that stands for simple and specific, measurable, agreed, realistic, and time bound.

Teaching the B–C Connection and Assessing Irrational Beliefs

Establishing the B–C connection is a crucial step in REBT assessment as it teaches the counselee the concept of emotional responsibility, that is, that emotional disturbance is largely self-induced through irrational thinking; it is not caused by events or others but by our irrational belief.

Examining irrational and rational beliefs

One of the most essential stages in REBT is examining irrational belief. By doing the stage, it is expected that the irrational belief of the counselee, which is the source for his/her problems, will turn to the rational one. Furthermore, such a change will make the counselee free from emotional disturbance and change his/her maladaptive behavior. There are five strategies and five styles that can be used in examining the belief. These strategies and styles will be discussed later.

Negotiating and Reviewing Homework Assignments

At the end of every session, the counselee should be prepared to carry out homework tasks in order to strengthen his/her rational beliefs. Homework is the activity that the counselee carries out between sessions in order to put into practice the learning that has occurred in the counseling.

Working Through

Working through refers to internalizing a rational outlook, E in the ABCDE model. To make this happen, the counselor should: (1) suggest to the counselee different homework assignments to examine the same irrational belief; (2) discuss the non-linear model of change; and (3) encourage the counselee to become his/her own counselor.

Integrating Al-Qur'an with REBT in Disputing Irrational Belief

One of the most essential procedures in REBT is disputing irrational belief. By doing the procedure, it is expected that the irrational belief of the counselee, which is the source for his/her problems, will turn to the rational one. Furthermore, such a change will make the counselee free from emotional disturbance and change his/her maladaptive behavior.

To do the disputing, Nielsen, Johnson & Ellis (2001:108) suggests five strategies: *logical disputation, empirical disputation, functional disputation, heuristic disputation,* and *disputation by rational alternatives.* In *logical disputation,* the counselor will help the counselee understand the irrational philosophy of his/her belief. When he/she understands that his/her belief does not follow the laws of logic, it is expected that he/she will turn the belief into the more rational one. In *empirical disputation,* the counselor will show to the counselee that the common facts or teachings he/she believes do not support the belief. In *functional disputation,* the counselor will show to the counselee that his/her irrational belief does not have any benefit and tends to disturb him/her. In *heuristic disputation,* the counselor will show to the counselee that he/she has been getting positive

benefits when he/she ignored the irrational belief on several occasions. By understanding the benefits of neglecting the irrational belief, it is expected that the counselee will be more interested to the rational one. In *disputation by rational alternatives*, the counselor will help the counselee counter his/her irrational belief by offering the more rational one. With this offer, it is expected that the counselee will make an experiment to feel the different effects of not embracing irrational belief. Furthermore, the strategies can be delivered with five styles: *didactically, through Socratic discussion, by therapist self-disclosure, in metaphor, or with humor* (Nielsen, Johnson & Ellis, 2001:108). When these five strategies are blended with the five styles, we will find 25 variations of strategies that can be applied to dispute the irrational belief.

After all, despite it has been designed in such a way, changing belief is not easy. It is typically because it has been formed through the lifetime experiences, so it becomes a sort of counselee's way of life. We need not only long time but also big effort to make the counselee change his/her irrational belief and adopt the rational one. In fact, if the counselor does not use the strategies skillfully, the counselee will feel that he/she is being "attacked" or judged. It will take him/her to stand defensively which will further make the counseling process unproductive.

To overcome the problem, counselor may explore and utilize counselee's religious belief as a tool to dispute his/her irrational belief. Ellis (in Seligman, 2006:314) suggests that religious belief can help people find a personally meaningful direction. It also has high power to change people. It is because they tend to adhere to religious teaching that is written in its scripture. By utilizing this religious belief, it is expected that the disputing process will be more effective and efficient. In connection with this, Al-Qur'an is the primary source of Islamic teachings. Al-Qur'an is *kalamullah* (the word of Allah) revealed to the Prophet Muhammad. Every Muslim believes that Al-Qur'an has absolute and highest truth. Denial or distrust on it will be considered as denial of Islam itself. Therefore, every devout Muslim will always follow what it commands and avoid what it forbids. With this important position, integrating Al-Qur'an with disputation process is a way to enhance the therapeutic effect of REBT.

Al-Qur'an considers that humans are the most perfect creatures of God; they are equipped with elements that are not owned by other creatures. Surah At-Tiin: 4 explains:

"Surely We created man of the best stature". Other Surah (Al-Baqarah: 30-34) also describes: *"And when thy Lord said unto the angels: Lo! I am about to place a viceroy in the earth, they said: wilt Thou place therein one who will do harm therein and will shed blood, while we, we hymn Thy praise and sanctify Thee? He said: Surely I know that which ye know not* (30)"; *"And He taught Adam all the names, then showed them to the angels, saying: Inform me of the names of these, if ye are truthful* (31)"; *"They said: Be glorified! We have no knowledge saving that which Thou hast taught us. Lo! Thou, only Thou, art the Knower, the Wise* (32)"; *"He said: O Adam! Inform them of their names, and when he had informed them of their names, He said: Did I not tell you that I know the secret of the heavens and the earth? And I know that which ye disclose and which ye hide* (33)"; *"And when We said unto the angels: Prostrate yourselves before Adam, they fell prostrate, all save Iblis. He demurred through pride, and so became a disbeliever* (34)"*. Those surahs explain human noble position according to God. Therefore, having a self-depreciating belief is not supported by Al-Qur'an.

The parts of Al-Qur'an mentioned above are examples of Islamic teachings that can be utilized to counter the irrational belief of Muslims counselee. Of course, there are many others of Al-Qur'an's ayahs that can be applied with REBT in appropriate context. In terms of five disputing strategies mentioned above, using Al-Qur'an to dispute irrational belief can be categorized as empirical disputation, which shows that the teachings of Al-Qur'an do not support, or even fulminate, the irrational belief he/she holds. By using Al-Qur'an, it is expected that the belief can be countered more effectively.

Nielsen (2004: 213-230) has conducted a counseling using REBT with Al-Qur'an as a tool for disputing irrational belief. Nielsen's counselee was Aisha, a Muslim woman that encountered posttraumatic stress disorder. Aisha had lost interest in many formerly enjoyed activities, suffered from insomnia, felt persistent guilt and a sense of worthlessness, and wanted to die. This condition was worse after she was raped by her friend. By using Al-Qur'an Surah Ali Imran: 31 and 47, Nielsen disputed her depreciation and self-defeating belief. These surahs say: *"Say, (O Muhammad, to mankind): If ye love Allah, follow me; Allah will love you and forgive you your sins. Allah is Forgiving, Merciful* (31)"; *"She said: My Lord! How can I have a child when no mortal hath touched me? He said: So (it will be). Allah createth what He will. If He decreeth a thing, He saith unto it only: Be! and it is"*. After 38 sessions, Aisha gradually showed a significant development. Her

irrational thoughts turned to rational one that further had positive effect on her behavior.

CONCLUSION

Based on the discussions above, integrating Al-Qur'an with REBT will have more benefit for Muslims counselee. Of course, before doing it, the counselor has to be sure that the counselee has a strong belief about the truth of Al-Qur'an. It is to ensure that the counselor will not impose any certain values on his/her counselee. REBT itself actually supports integrating religious teachings and rituals into counseling as long as they are rational, those that are not absolutist and dogmatic. However, such integration will needs further research, in order to be empirically true and useful.

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MISINTERPRETATION IN USE OF JAVANESE

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ABSTRACT

Language is a communication tool used by humans to interact and communicate. In everyday communication found less appropriate use of vocabulary. One of the factors that leads to such things as the language users do not realize what they are saying is actually misinterpreted. These events are found in the use of regional languages (Java). Java language is a language which has a lot of varieties so that sometimes less awareness of speakers including the range of the Java language is used. The types of language are (1) ngoko or djawa dwipa. Variations of this type of language is (a) ngoko andhap, divided into; Antyabasa and basa Antya, (2) basa madya (middle language) divided into; (a) ngoko madya (middle ngoko), (b) madyantara, and (c) madyakrama (middle krama), (3) basakrama(polite language), divided into; (a) kramalugu (The innocence language) , (b) mudhakrama, and (c) wredakrama, (4) kramainggil, (5) kramadesa, (5) Basa Kasar (the rough language), and (6) Basa Kadhaton (Languages used on palace area). The diversity of the Javanese language has several functions, namely (1) as a form of homage to the ethics or hearer based on age, social status, and acquaintances, and (2) as a form of ethical or aesthetic associated with works of art and literature as well as a series of traditional ceremonies. The existence of a mistake made continuously and properly considered within the Javanese community called misinterpreted. This paper will discuss how the example of misinterpreted language on the use of the Javanese language and its reviews. This study is expected to improve the quality of the use of the Javanese language and is one of the Javanese language preservation efforts.

Keywords*: misinterpreted, Javanese*

Javanese is a communication tool used to interact and communicate. In connection with the definition of the Java nese, Wedhawati, (2006: 1) states that the Javanese is the first language of Java population who live in the province of Central Java, Yogyakarta, East Java, Banten, Lampung, some area in Medan, transmigration areas in Indonesia, for instance, most of the province of Riau, Jambi, Central Kalimantan, and several countries, namely Suriname, Netherlands, New Caledonia, and Pantai Barat Johor. Number of speakers reach 75.5 million. There are 6703 languages in the world and Javanese ranks 11th in terms of number of speakers.

Javanese has many varieties that use tailored to their interests. For example, for ethical state uses variety of krama, for aesthetical state uses a variety Kawi or rinengga. Padmosekotjo, (1960: 13-17) states that the language used in Javanese literature includes eight levels. Namely (1) ngoko or djawadwipa. Variations of this type of language are (a) *ngokoandhap*, divided into: *antyabasa* and *basaantya*, (2) *basamadya*, divided into (a) *madyangoko*, (b) *madyantara*, and (c) *madyakrama*, (3) *basakrama*, divided into (a) *kramalugu*, (b) *mudhakrama*, and (c) *wredakrama*, (4) *kramainggil*, (5) *kramadesa*, (5) *basakasar*, and (6) *kadhatonbasa*.

Differences in use of language when communicating and interacting occur due to several factors, such as age, status,

acquaintances, and others known as the *unggah-ungguh*. Andayani (2011:84) defines *unggah-ungguh* in Javanese as a set of rules used by users of the Javanese in order to preserve mutual respect or respect to others in language that appears on (1) attitude and behavior, (2) utterance reflected from words selection, and (3) the formation of sentences and intonation.

The diversity of languages has an impact on the differences in intonation and the mention of regionalism. It can be related to those used by certain people (dialect) and individuals (dialect) that would seem to differ from the standard Javanese. As for the so-called standard Javanese is the Javanese Solo dialect/Surakarta and Yogyakarta dialect. Meanwhile other dialects for instance, *banyumas* dialect, *kedu* dialect, *semarang* dialect, and others.

Furthermore, diversity affects some mistakes in terms of language. Mistake caused by several things, for example, they imitate to what they do not know. It is frequently uttered even so it is wrong because one does not find the truth of the spoken language.

Misinterpretation in the Javanese is unique. It can be divided into two types, namely misinterpretation turns to be attractive (less acceptable if it is corrected) and misinterpretation supposedly justified because it is less acceptable for some people.

DISCUSSION

Misinterpretations which will be discussed in this paper are examples of misinterpretation often found in daily life. Furthermore, it is divided into two, namely the acceptable misinterpretation and unacceptable misinter-pretation.

Acceptable Misinterpretation

Acceptable misinterpretation in the Javanese included in the Java literature types called Rurabasa. Rura, rurah have the same meaning, which is broken. Prabowo, Widati, and Rahayu (2012: 448) define ruraas broken language (for long time) that cannot be corrected anymore. If the broken language is corrected then it becomes unusual/common/odd language and is uncommonly used although true it is still considered wrong.

Furthermore, the example of misinterpretations belonging to the Javanese literature is rurabasa will be explained in this examples: (a) *Menek klapa, benere menek wit klapa utawa glugu, dudu menek wohe*, (b) *Nggodhog wedang, benere nggodhog banyu, wedang kuwi banyu sing wis digodhog*, (c) *Nguleg sambel, benere nguleg Lombok, uyah, lan liya-liyane*, (d) *Nenun sarung, benere nenun bolah/lawe supaya dadi sarung*, (e) *Negor gedhang, benere negor debog utawa wit gedhang*, (f) *Mbunteli tempe, benere mbunte lidhele sing wis digodhog supaya dadi tempe*, (g) *Meres santen, benere meres parutan klapa.*

Some examples of misinterpretation above is one of the "uniqueness" of the Javanese. Words/ phrases that misinterpreted as those in the examples above would be wrong or less acceptable if corrected.

Lack of misinterpretation /unacceptable

Misinterpretation referred to in this section is kind of misinterpretation that should be corrected directly from its wrongness. It may cause the listener (O2) becomes unhappy, even angry, and may consider the first person (O1) does not know the *unggah-ungguh* or *subasita*. The guidance on this kind misinterpretationis based on the variety of *kramainggil* in Javanese. The examples are as follows.

The word "Dalem" which means I

The word "dalem" has many meanings and is one word that often caused misinterpretation. Examples of the use of the word "dalem" that has been occurred until now is based on information from Padmosoekotjo in his book entitled *"Memetri Basa Jawi"* Volume I (1995: 208-209) described as follows.

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Tembung dalem kangngo kone dudu omah, iku tembung sesulih pandarbe madya mapurusa "mu", lan sesulih pandarbe pratama purusa "e" tumrap panjenengane ratu. Nanging ing jaman saiki, wis kaprah tumindak ing saindeng ing Jawa Tengah lan Jawa Wetan, tembung "dalem" dadi karma andha petembung "aku" lan panambang "ku". Katrangan lan tuladha ing ngisor iki pethikan saka kalawarti Jaya Baya no.23 taun XXIX kaca 29, andha rane Bapak H. Srojo "wondene tembung "dalem" iku dhek jaman isih tumindak e parentah Kraton Mataram lan Mangkunegaran ing Surakarta biyen, kajaba ateges "omah" uga ateges "mu", dadi jinis ing tembung "sesulih ing pandarbe" tumrap madya mapurusa. Nanging kanggo ne jaman saiki, tembung "dalem" iki wis mratah tekan ngendibae (kalebu ing laladan Surakarta), dienggo lan wis ditampa ing wong akeh kanggo ngandhakake karep "aku" karma inggil (karma andhap (Pm). Kajaba saka iku uga dianggo tembung sumaur tumrap wong sing ditimbali den ing priyayi sepuh utawa wong sing diajeni.

Dhek jaman samana panganggone tembung "dalem" iku pancen kerep kliru. Akeh wong sing karepe mono luwih ngajeni utawa ngurmati marang priyayi sing diajak wawan-gunem, yaiku tembung "kula" dianggep kurang hurmat, banjur diganti "dalem". Lan was anane malah salah, lan kerep nuwuh ake dukane priyayi mau (nanging ing jaman saiki, tembung "dalem" ditegesi "aku" lan "ku", utawa dianggo wangsulane wong kang ditimbali den ing pini sepuh/panggedhe, WIS DIANGGEP BENER. P.)

Ngriki or mriki

In Javanese speech it is often found "ing mriki kula minangka…", "I am in here as…". It should be "ing ngriki kula minangka…,"I am here as…".

In Javanese, word "ngriki" means "here" meanwhile word "mriki" means "in here". For example "mas…mangke tabuh 11.00 tindak mriki nggih" "Sir…be in here at 11.00, please".

Kanca/rencang

In Boesastra Djawa written by W.J.S. Poerwadarminta (1939:524), word rencang means batur, rewang and ari-ari (housemaid, placenta). At the present time, rencang usually interpreted as "friend". For example: Mother: "karo sapa le mrene?". 'With whom did you get here?" Son:

"menika kaliyan rencang kula, ibu". 'I am here with my friends, mom".

The purpose of the word "rencang" based on the example above is friend, but if interpreted based on what is contained in baoe sastra Jawa, the phrase means "with my maid, mom".

Sepisan/sepindhah

Sepisah means one time, but often found the word sepisan is softened into sepindhah. It is less acceptable because it comes from the word se se-pindhah. Pindhah means changing places, while pisan means one time. So to state one time or the first is more precise to use the word "sepisan".

Kula/kawula

Kula means I or me (self) while kawula means servant or people. The use of the word "kula" i.e."kula dereng nedha" 'I have not eaten yet' while the use of the word "kawula" such as "manunggaling kawula-gusti" 'the unity of king/leader and people'.

Sepuh/sepah

Sepuh (karma inggil) means old. "Menika tiang sepuh kula", 'This is my parents'. In daily conversation, word sepuh often softened into "sepah", i.e. "boten pareng duraka dhateng tiang sepah',' don't be in subordinate to parents.

Rawuh/kerawuhan

Rawuh means coming or arrival, for example, in the sentence "matur nuwun sampun kersa rawuh", "thank you for coming". "Kerawuhan" means spirits possession. Examples of "krungu-krungu Parmin kerawuhan sing njaga wit randhu ',' rumor has it Parmin got possessed from randhu tree spirit".

Nyuwun sewu/nuwun sewu

Nyuwun means asking while nuwun means asking permission. The right word when we excuse is nuwun sewu, i.e. "nuwun sewu kula badhe wangsul rumiyin" 'I'm sorry, I'm going home first."

Some examples that discussed above are just a small part of "misinterpretation" that often occurs in daily life. After understanding few examples mentioned above, it is expected to be able to distinguish the meaning of each word used. In addition, it is expected to use the Javanese as "laras and leres". Laras means accordance with the state while "leres" means in accordance to paramasastra.

CONCLUSION

Javanese has many types or varieties which in turn have an impact on the use of language itself in daily conversation. In using of the Javanese in daily, sometimes misinterpretation occurs. Misinterpretation can be related to ethics and aesthetics. Misinterpretation relates to ethics should be corrected so that we can respect other people and avoid multi-interpretation.

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IMPROVING THE LEARN RESULT ON INTEGERS MATTER THROUGH THE APPLICATION OF BAMBOO DANCING MODEL FOR THE FOURTH GRADE OF KEBONSARI 1 PRIMARY SCHOOL

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ABSTRACT

This study purposes to describe the application of bamboo dancing model which can improve the learn result on integers matter. It used Classroom Action Research (CAR) methodology applied on 38 students in the fourth grade of Kebonsari 1 Primary School Malang as subject research. The research product was a learning plan by applying bamboo dancing model. The results was showing the students' percentage of the learn result on Cycle I who reached the Standard of Minimum Completeness (SMC) was 72%. Then, in Cycle II the students' percentage who reached the Standard of Minimum Completeness (SMC) was raising to 88%. According to the results, the application of Bamboo Dancing model could improve the learn result on integers matter for the fourth grade of Kebonsari 1 Primary School Malang.

Keywords: bamboo dancing, integers, learn result

Mathematics is one of the field occupying an important role in education. Mathematics in implementation of education is given to all of education level. On primary school Indonesia curriculum, mathematics learning is known that it build the firm capability foundation on understanding concepts, ideas, rules, mathematics logics, reasoning utilices and verifications to solve a problem life (Department of National Education, 2007). By mathematics learning, students are expected to have discipline, toughness, curiousness and confidence. But by this day, a lot of students still think that mathematics is difficult because it is abstract, full of numbers and formula.

Negative perception of mathematics was also owned by the fourth grade of Kebonsari 1 Primary School Malang. Proven by the result of researcher's observation at the process of learning mathematics, enthusiasm of the students in learning mathematics was very low. It could be seen from the students who less of participation following the learning process, and the learn mathematics result indicating 60% fourth grade students or 22 students had beneath score of Standard of Minimum Completeness (SMC), which banned 75.

Number is one of the aspects developed on mathematics at the primary school level. The identification of number is started from natural number, whole number and integers. One of primary school basic competence of grade 4 and 5 in mathematics is integers. Integers taught covers the understanding operation of addition-subtraction and multiplication-division of integers. According to the interview result with the teacher of the fourth grade, researcher obtained information that the understanding of

integers in mathematics was still low. Connecting issues on integers in a school, where the students were still experiencing error concerning the direction of the movement on the line number, counting operation integers involving negative integers.

Learning process will not work without any learning activity from the students. Students' liveliness in learning is able to know the students' ability and understanding toward a matter. The teacher's role in learning process is able to increase students' liveliness by giving attractive activities and involving students directly in it. Effective learning can be reached, when a student play in an active role, while a teacher act as a tutor (Sudjana, 2009). The fourth grade students in Kebonsari 1 Primary School Malang were including as the students who quite active in the process of learning, but they were not in learning mathematics. Inasmuch, according to the observation, the students who were active in learning mathematics, were those who had understood the matter already, but the students who had not understood yet keep silent only and did not want to ask.

One of the models which including the students' liveliness is cooperative learning, where the students learn and work in the small group whose members consist of four to six people with the heterogeneous structure group (Rusman, 2010). Cooperative Learning is not only function as learn in the small group, but in the implementation also gives opportunity to the student to discuss, shares opinions, exchanges ideas and works together. The teacher of fourth grade students in Kebonsari 1 Primary School Malang has issued a number of cooperative models. One new innovations type of cooperative learning which has never been applied is Bamboo Dancing type cooperative learning.

Bamboo dancing model is one of cooperative learning model managing its class done by the students line facing each other as similar as two pieces of bamboo used in a bamboo dance in Philippines which also popular in some region of Indonesia. Bamboo dancing learning is able to activate an existing cognitive structure that had been owned by the students (Agus, 2012). By this method, the students will discuss, share experience, knowledge and propose their idea to the other students. Therefore, learning becomes meaningful, and the students are also able to understand the concept of integers well.

The aim of this study is describing Bamboo Dancing learning model, that is able to improve the learn result on the integers matter for the fourth grade students in Kebonsari 1 Primary School Malang. In this study, the success criteria of the learn result can be improved if $\geq$75% students reach the minimum score which banned 75 or more.

The learn result is a term used to denote something achieved by someone after making an effort. When the learn result is associated with learning, means the results showing something which accomplished by someone who learns in a particular time. The word learn itself is revealed by Slameto (2010:2) that "a process of effort done by a person to gain a whole change of a new behavior, as his own experience result in interacting to his environment." Therefore, to improve the students' learn result, the teacher need to develop the learning, and one of them is by applying a learning model which can improve students' activities in learning.

Bamboo Dancing learning model was one of cooperative learning model. Learning by using Bamboo Dancing model is as similar as inside outside circle model (Istarani, 2011). It is outstanding to be utilized for teaching material pertaining to the early knowledge for learning next matter. By using this model, is expected that there is similar information known by the students. It is also very beneficial in order to learn in a class more variety. Therefore, the students do not get bored easily.

The cooperative type steps of Bamboo Dancing learning model according to Istarani (2011) are as follows: (1) the introduction of material, (2) the displaying of material, (3) a group split, (4) a group discussion, (5) partner reshuffle, (6) class presentation, (7) closing.

This model is beneficial to shape togetherness among the students. In this method, the competition is not occurring, the students are sharing information. Discussion among the students happened, when they are pairing of and when they are presenting the matter. Besides, it is also beneficial to increase the students' liveliness. In the learning process, there is a deal between the students and the teacher. Therefore, in the learning process, there are various attractive learning activities for students to discover information in achieving competence which want to be achieved.

METHOD

The research methodology was using Classroom Action Research (CAR) approach. This comprised of 38 students in the fourth grade of Kebonsari 1 Primary School Malang. It utilized a Classroom Action Research (CAR) approach which developed by Kemmis and Mc.Taggart.

Hence, the study was composed of (1) the stipulation of research focus, the researchers requested research permission, conducted the first observation, validated the learning device and research instrument to the validator, (2) arrangement was preparing and composing research instruments, (3) execution was the performance of lessons plan's implementation, (4) observation and interpretation were recording of students' learning activities when the process of execution and interview was occurred, (5) analysis and reflection were illustrating the results of observations and interviews and analyzed the level of students liveliness in learning as well as reflecting what have not done yet and what was to be refined. The results of reflection would be utilized for improvement in next cycle.

The instruments of Bamboo Dancing learning model which was utilized by the researcher were as follows: (1) observation sheets, (2) interview, (3) validation sheets. After, the researcher assembled observation sheets of teacher's activities, students' activities, as well as the interview results have been collected, then, the next process was an analysis.

The data analysis stages which was used in this study consisting of 3 phases were (1) reducing the data was describing committed learning procedure, observed indicator of liveliness students' learning which was arise during the learning process, (2) displaying the data was making charts to distinguish dissemination of the liveliness students' learning, (3) drawing conclusion and verification of the data was glancing the achievement which had been determined.

This study withdrawal conclusion and verification were done toward the liveliness students' learning during the learning process. On the other hand, the withdrawal of conclusion results and verification would determine whether the researcher needed to conduct the next cycle or not. Indicator success of the liveliness students' learning in this study was improving when the analysis

result of the students' observation activities sheets suggested that they were active.

RESLULTS AND DISCUSSION

In common, the stages of learning by using the Bamboo Dancing model in integers matter was produce:

1. The introduction of material. The teacher conveyed the integers matter. In this part, the teacher were doing a question and answer toward the students concerning the students' early knowledge about a matter given formerly.

2. Displaying of material. The teacher extended integers matter in the front of the class by using a media. Then, the teacher provided an example to use the media.

3. A group split. The teacher divided the students into 4 large groups, and each group sit facing each other.

4. A group discussion. The teacher distributed the Student Activities Sheets and media, and gave an assignment to each group. Automatically, the students were discussing to finish off their tasks in Student Activities Sheets by exhibiting the media.

5. Partner reshuffle. The teacher was directing one student in each group sitting at the tip of a line to move to another tip. Then, this was when a line shifted. Each student would get a new partner to discuss carrying out other existing tasks in Student Activities Sheets by using *wayangmatika* media. Shifting was undertaken until they returned into their first partner.

6. Class presentation, each large group presented the discussion result in front of the classroom. The teacher motivated the students to respond the presentation result which had outlined by their friend.

7. Closing. The teacher led and directed the students to make inferences against the material that had been learned, and gave homework and material which would be learned at the next meeting.

The learning steps by utilizing Bamboo Dancing model applied by the researcher was accordance with Istarani (2011); there were displaying of class, displaying of material, a group split, a group discussion, partner reshuffle, class presentation and closing.

Based on the observation results, students were lively in clusters to finish off work sheets activities. Activities in the work sheets were (1) those tasks activities on worksheets which was involving the use of media in the process, (2) the students were not only listening their teacher, but also directly experiencing on playing arithmetic integers operation through media, (3) the tasks activities on worksheets were challenging the students to keep trying to convert simulation image into a mathematics sentence, (4) the tasks activities on worksheets contained associated story in daily life. According to some task activities on worksheets which had been completed by the students, it presented that the students' learning activities are not only lectured by the teacher and memorize all of formula but also able by learning activities directed on comprehending concept. This is claimed by Hiebert and Carpenter (1992:74) that understanding students reduce several things which must be remembered. Hence, it is expected to improve the students' learn result.

Based on the interview results to several students which participating in applying Bamboo Dancing model, the students learnt integers matter easily. Therefore, in learning process, the students were more pleasing to learn by using this method.

The students' learn results on integers matter were excellent. It could be seen from the last test of students' learn results, conducted for the purpose to know the level of the students' learn results on integers matter and to know the level of students' success. The final test was held at the end of Cycle I and II undertaken individually by the students. Specific criteria which says understanding concept of the students is improving when $\geq 75\%$ of the students reached Standard Minimum of Competence score, which banned 75.

The final test result of fourth grade students were obtained on Cycle I about 24 students or 72% students who reached Standard of Minimum Completeness score, and on Cycle II consisted of 29 students or 88 % who reached it. Based on the students' final test, the average final test score percentage was 72%, and improving into 88%.

CONCLUSION

Based on the research which had been conducted, improving the learn result on integers matter for the fourth grade of Kebonsari 1 Primary School Malang through the application of Bamboo Dancing model could be concluded that Bamboo Dancing learning model was covering 7 stages; those were displaying of class, displaying of material, a group split, a group discussion, partner reshuffle, class presentation and closing.

Bamboo Dancing learning model could improve the students' learn result on integers matter for the fourth grade of Kebonsari 1 Primary School Malang. This could be seen from improvement of the average final test score percentage from 72% to 88%.

Advice from these activities, the next researchers proper to conduct the further research on the use of other innovative learning models

which can improve the students' learn result in mathematics.

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EFFORT OF PARENTS TO DEVELOP
MORAL AND RELIGIOUS VALUES FOR EARLY CHILDHOOD

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ABSTRACT

Efforts parent is the work done to develop the potential of their parents. Parents are the first and primary educators need to know that the child has great potential at birth. The importance of early childhood education based on their assumption that says that this period is a critical period in a child's development. This early age for children is a period that is appropriate to lay the foundations of the development of moral and religious values, physical, language, cognitive, social, emotional and art. Maximum effort is required of parents to educate children in all aspects of the development and enhancement of the role of parents as educators in the family. This study aimed to describe the efforts made by parents in the development of moral and religious values of children. The research design used in this research is quantitative descriptive. The sampling technique used nonproporsional sample area. Data collector is observation and questionnaire enclosed with using the scale. The results of this study indicate that the efforts of parents in the development of moral and religious values in children in general is quite good, but not optimally.

Keywords*: the efforts of parents, moral, early childhood.*

Parents are the primary educators and the first for a child. Parents in the family and their social environment is a learning place a child for the first time. Therefore, a child needs proper stimulation so that children can grow and develop optimally. Bloom (in Siskandar, 2003) states the development of intelligence, personality and social behavior, very rapidly when the child is still an early age. Half of the children's intelligence development took place before the child is four years old.

The importance of early childhood education is based on the various assumptions that says that early childhood is a critical period in a child's development. Jalal (2002) states

> based on the study of neurology, at birth the baby's brain contains about 100 billion neurons that are ready to make the connections between cells. During the first years, the baby's brain is growing very rapidly and produces bertrilyun-trillion connections between neurons that number exceeds the needs. This connection should be strengthened through various psychosocial stimulation, because the connection is not reinforced will atrophy (shrinkage and destroyed). This is what will ultimately affect children's intelligence.

Nutritional factors, childbirth, nursing, environmental and health conditions are also very supportive of children's brain development. This period is called the golden age or golden age. The golden age of a child is a period that is appropriate to lay the foundations of the development of moral and religious values, physical, language, social, emotional, and the art of making efforts to develop the full potential of early childhood should be initiated so that the growth and development of children achieved optimally ,

The responsibility of child development has long been recognized by many parties. In simple scope both central and local government through relevant agencies have made efforts to grow the potential and optimization of child development. Meanwhile, in a wider scope, all the countries in the world have agreed on the importance of efforts to improve the welfare and development potential of children.

International attention including early childhood education at the meeting show the world education forum in 2002 in Dakar, Senegal, which resulted in six commitments. One butirnya agreed to expand and improve the overall care and early childhood education, especially for children who are vulnerable and disadvantaged (Napitupulu, 2002). In particular, the Indonesian government as part of the international community has participated in the determination of those commitments. Policies internationally, directly influenced domestic policy.

The Indonesian government has tied up with various commitments and international conventions related non-children's rights. Various commitments and the convention has been ratified. Some global issues such as the fulfillment of the rights of children and women, the need for the basic values that are universal to be instilled in children ... program enhancement and development of children early age becomes a very important issue in the national agenda (Mansur, 2005).

Legally, there are binding regulations on the matter. One of them is Law No. 23 of 2002 on the Protection of the Child which states that "every child has the right to live, grow, develop and participate fairly in accordance with human dignity, as well as protection from violence and discrimination". One implementation of this right, every child is entitled to education and teaching in order to develop his personality and his intelligence level in accordance with their interests and talents (Reference Menu Learning in KB).

Other juridical basis related to the importance of early childhood is reflected in the amendments to the Act of 1945 markets 28b paragraph 2, that "The State guarantees the survival, development and protection of children against exploitation and violence". The government also issued Law No. 20 of 2003 on National Education System, which specifically includes about Early Childhood Education stated in Article 28. Under the convention of children's rights, there are four principles, one of which contains the equal right of every child to early childhood education without distinction as to race, sex, language, religion, social level, have special needs or unfair.

Educational activities aimed to develop the potential of children early in preparation for life and can adjust to the environment, including entering primary education. But studies reveal that approximately 28 million children aged 0-6 years who are not served in any preschool education program amounted to about 11 million children (39.29%) (Susanti, 2007). Related to the above, Mansur (2005: 95-96) drew the conclusion that:

> in 2002 of approximately 26,172,763 children aged 0-6 years old in Indonesia who received education services from a variety of existing early childhood programs only about 7.34325 million children, or approximately 28%. As for the preschool age is 4-6 years of age there are approximately 10.2 million (83.8%) who have not served in preschool education. Of the total number of children aged 0-6 years to get the service, the largest number were in the beginning of first grade are 2,641,262 children (10%), next through through the development program for 2,526,205 children under five (9.6%), amounting to TK 1,749,722 children (6.7%), RA amounted to 378 094 children (1.4%). The group played for 36 649 children (0.1%) and through the Park Children's Education for 15 308 children (0.06%). From the description it can be concluded

that early childhood unserved children early childhood at 19.01 million (72.64%).

Child should acquire appropriate stimulation to be able to grow optimally in every phase perkembangnnya. Various efforts preschool educational services for early childhood (0-6 years) has been implemented through Kindergarten (TK), group play (KB), TPA (TPA), BKB (BKB), and IHC. But the efforts that have been taken so far is not yet provide full services in the aspects of health and nutrition education.

Lack of education, health, and nutrition in children aged 0-6 years have an impact on the unpreparedness of the child to go to school. In addition, the lack of stimulation received early childhood led to the golden age of the child is lost and wasted. Whereas the level of intelligence of children by almost 50% when the child was 4 years old, 80% occurred when he was 8 years old and culminated when the child was 18 years old.

However, not all children could obtain an adequate education. Factors that were encountered in the community, among others still lack of understanding by the public about the importance of early childhood education, shortage of funds from parents and lack of early childhood education facilities are available. Not everyone knows that optimizing a child's growth can actually be done by playing. Through play, children can learn about themselves and their surroundings and learn about a variety of things. Playing is a need for children. Because of the efforts of the parents needs to be done so that play activities can be used as a means for children to optimize their potential. So the six aspects of child development can be met. These aspects include the aspect of moral and religious values, physical, language, cognitive, social, emotional, and art. Efforts are being made for the child's parents is not oriented to children, but also on the efforts of parents to gain skills and knowledge as an educator in the family.

Results of research conducted the Rainer Foundation in 1999 said the ten things parents can do to improve the health status and development of the brain, is done by giving a stimulus in the form of warmth and sincere love, giving direct experience with using senses (sight, smell, hearing, taste and touch), interactions via touch, a hug, a smile, singing, listening attentively, responding babbling child, invites conversing with a soft voice and feels safe. Touches are very helpful in stimulating the brain that produces hormones that are needed in the development.

Efforts are being made to parents of early childhood mendidikan besides giving stimuli is also done with a game in accordance with the stages of child development. Because the play is a bridge to children in learning. Play activities is an activity that helps children achieve complete

development of physical, intellectual, social, moral, and emotional.

METHOD

This classified research in the quantitative descriptive research. This descriptive study aims to obtain an overview of the variables studied and gained the support of quantitative data in the field. Descriptive research is research that aims to describe situations or events (Suryabrata, 2002). The purpose of descriptive research is to create a description, picture, or painting in a systematic, factual and accurate information on the facts, characteristics and relationships between phenomena investigated (Nazir, 2003).

Data analysis techniques in quantitative research using statistical. There are several types of statistics used for data analysis in research, namely descriptive statistics and inferential statistics. Inferential statistics include parametric and non-parametric statistics (Sugiyono, 2006). Processing data in follow-up activities after the data collection implemented. In quantitative research, data processing is generally implemented through the editing stage, the process of identity coding, and tabulating process (Bungin, 2006).

The population of this study is that parents of young children in the village Donowarih. The samples are parents of children aged 1-6 years 40 respondents drawn from Hamlet Authorship and 40 respondents from Hamlet Borogragal. Mechanical sampling using a non-proportional sampling area. Data collector is observation and questionnaire enclosed with using the scale. This research analyzed using percentage analysis.

RESULTS AND DISCUSSION

The efforts of parents in the development of moral and religious values in the Village Donowarih Karangploso District of Malang regency are as follows: 1) Parents taking children to pray before and after doing activities with the percentage as much as 31.3% said always, 41.3% said often, 22 , 5% said rarely, and 5% said never. So from the data known that the majority of parents expressed often with a percentage of 41.3%. 2) Parents taking children to worship with the percentage of 32.5% said always, 37.5% stated often, 18.8% said rarely, and 11.3% said never. So from the data known that the majority of parents expressed frequently with the percentage of 37.5%. 2) Parents teach children to say the words mannered with the percentage as much as 41.3% said always, 46, 3% said often, 10% said rarely, and 2.5% said never. So

from the data known that the majority of parents expressed frequently with the percentage of 46.3%. 3) Parents teach children to love their parents / orangsekeliling / teacher / friend / animal / plant, etc. with a percentage of 40% said always, 48.8% said often, 10% said rarely, and 1.3% said never. So from the data known that the majority of parents expressed frequently with the percentage of 48.8%. 4) Parents introduce children about God's creations with a percentage of 20% said always, 63.8% stated often, 12.5% said rarely, and 3.3% said never. So from the data known that the majority of parents expressed often with a percentage of 63.8%. 5) Parents taking children to sing religious songs with a percentage of 11.3% said always, 40% said often, 33.8% said rarely, and 15% said never. So from the data known that the majority of parents expressed often with a percentage of 40%.

The efforts of parents in the development of moral and religious values in the village Donowarih with the highest percentage was the efforts of parents to teach children to be kind to parents / round / teacher / friend / animal / plant, and so on, with a percentage of 81.9%. So that the efforts of parents in the development of moral and religious values can be sorted as follows: 1) Parents teach children to love parents / round / teacher / friend / animal / plant, and so on with a percentage of 81.9% included in the category of very good. 2) Parents teach children to say the words mannered with a percentage of 81.6% is included in the excellent category. 3) Parents introduce children about God's creations with a percentage of 75% included in the category quite well. 4) Parents taking children to pray before and after the activity with a percentage of 74.7% included in the category quite well. 5) Parents taking children to worship with a percentage of 72.8% included in the category quite well. 6) The effort of parents with the lowest percentages are parents taking children to sing religious songs with a percentage of 61.9% included in the category quite well.

Based on the results of this research is the efforts of parents in the development of moral and religious values of children in the village Donowarih Karangploso District of Malang in general is quite good. This can be seen in the results of the acquisition of the majority of respondents answer is often the answer. Although ideally the answer of the respondent is always the answer.

In connection with the efforts of parents in the development of moral and religious values, Sobur (1986: 23) states that religious education turned out to be closely related to other aspects of the educational family. Religious education can be fundamental or mental basis for the child and become part of the way of thinking and as well as

how to behave towards all aspects of life that children face.

The efforts of parents to encourage children to pray before and after the activity and invite children to worship pretty good. This happens because the daily life of the elderly in the village Donowarih get used to encourage children to pray and worship. In accordance with the opinion of Mansur (2005: 55) states that "religious acts committed by children are basically derived from imitation. Pray and pray for example, they carry out because the results look reality in the environment, both in the form of habituation or teaching intensive".

The parents to teach children to say the words Donowarih mannered in the village is very good, because in everyday life, most parents in the village Donowarih accustomed to using polite language to children and those around him. In accordance Sobur opinion (1986: 85), which revealed that the child has a politeness or not, depending mainly on the example of our parents. Basic courtesy is the attitude of other people will remember. Children will learn to be so, if the parents he saw politeness and respect the honor.

The parents to teach children to love their parents, are round, teachers, friends, animals, plants and so on in the village Donowarih very good. Due to the daily lives of children interact with parents and the environment. In the village of Donowarih relations between neighbors are still very tight, so parents automatically accustom children to dearest parents, other people, animals, plants and so forth.

Parenting parents at home will affect the emotional development of children. If children are accustomed given a lot of love and attention from both parents at home, then he will get used to give the same thing to his friends.

While the efforts of parents to introduce children about God's creations good enough. This is because in daily child to see something and learn from what he saw. These efforts are often done by parents in the village of Donowarih inadvertently, let parents show mountains, sky star, moon, plants, animals and so on.

The efforts of parents to encourage children to sing religious songs quite well. But this effort is an effort that the lowest compared to other efforts. Children in the village Donowarih lot that goes into landfill (Learning Al-Qu'ran) in that place children learn the Koran, learn prayers, and so are housed in mosques or mosque. Children also learn religious songs on the spot. So that parents no longer need to teach children. Parents can simply rotate cassette CD of religious songs.

Pujiastuti (2003: 37) revealed that the introduction to the Lord can do through habituation in religious rituals such as prayer and fasting ... by doing repetitive habituation, the child becomes accustomed to and memorized what to do as creatures of God. This is an example or role model of parents and the adults around them because children are imitative.

CONCLUSIONS AND RECOMMENDATIONS
Conclusions
Based on the research and analysis of the data that has been described, then the conclusion is the efforts of parents in the development of moral and religious values of children in the village Donowarih Karangploso District of Malang pretty good. This is evidenced by the attitude of parents to give good examples and role models to their children.

Recommendations
Based on the research that has been done, in outline, may put forward suggestions for parents to enhance its role as an educator in the family in order to educate their children to be better. Government advised to pay more attention to education in the region as a whole and provide adequate facilities and educational services to the people maximum. Early childhood program providers are advised to pay attention to remote areas with weak economic level, as well as the knowledge society is still low for conduct activities supporting early childhood education.

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STUDENT LEARNING THROUGH AUTONOMY PERSPECTIVES ON COMMUNICATION WITH AUDIO AND VISUAL ON DEMAND TECHNOLOGY

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ABSTRACT

Owners autonomous learning by the learners need to be supported by the control teachers. Strengthening Environmental individual study strengthens the autonomy of learners in improving self regulation learning, strengthening the au-tonomy of learners need to supply a source of learning with technology ownership autonomous learning by the learners need to be supported by the control teach-ers.Strengthening Environmental individual study strengthens the autonomy learners in improving learning self regulation. the strengthening of the autonomy of learners need to supply a source of learning with technology Audio and Visual on Demand (AVOD) organized with a QR code. The device regulating access to learning resources using a mobile gadget is a device supporting mobile learning applications in on-line learning. Model Development Davidson and Rasmussen (2007) were selected based on suitability to the needs of the characteristics of the learning management system development by On-line.

Keywords: autonomous learners, mobile gadgets, audio and visual, on demand.

Research e-learning applications that have been implemented in Universitas Malang (UM) by a team of researchers Technology Department of Education has been conducted since 2007. The development of the K-1 INHERENT institu-tions has produced Learning System On-line applications (SAPROL) used until now. Researchers majors Education technology Adi (2015) stated that the problem of learning resources is still a lack of students' writing, so as to facilitate needs to be made container editing on-line in order to facilitate the development of learning resources. the result of the development SAPROL and learning resources on-line has built a system that offers a unique opportunity but still has limitations environment for building self-learning for students. Praherdhiono (2015) states that the study environment ergonomic backed with physical locations such as buildings at the university, library or classroom, as well as learning tool both the digital and non-digital. this statement was sharpened in the Partnership for 21st Century Skills (2009) that the learning tools that are included in learning environtment is the online learning, virtual school, and combine digital devices and non-digital. The opportunity offered by the learning environment of e-learning University of Malang is the Source learning is freely accessible and open to students of the State University of Malang. Sources of learning are coupled with a web application that is user friendly by empowering local networks and the Internet. Students independently are able to access, but seen from the instructional design and layout of the website, the app still has limitations for use in mobile gadgets. These conditions are not only applicable in the State University of Malang

Owner's autonomous learning by the learners need to be supported by the teacher control. The learning environment otonomi strengthen individual learner autonomy in improving self-regulation learning (Atwell, 2007; Aviram et al, 2008). However, increased responsibility and control on the part of the students are not always the same student motivation (Reeves, 1996). students are in-volved in learning research network must be self-directed. not only are they navi-gate a web-based application for the first time, they were also asked to play an active role in the learning process by making decisions about how to look for, in where to look for, and why certain content meet the goal of learning. No longer is fine, charts the paths that define what to do to get an "A" .Tradisional, lecture-based classes are designed as passive learning environment where students im-parting knowledge and students respond (Chen, 2009). Imagine the potential frustration that self-study applies to students who are comfortable enough accus-tomed to a certain direction Students with limited expectations.

Students as the manifestation of a chaser must take control of learners in a way that is good and elegant. Students within the university needs to provide the right balance between control learning with learner autonomy in order to facil-itate the activities of independent learning in an environment independent learning (Beaudoin, 1990; McLoughlin & Lee 2010). the learning activities to control the autonomy of the students

gave a challenge to the student control in the measure-ment, assessment and evaluation of learning outcomes. If the student has primary control, the student must consider how to do the measurement, assessment and evaluation (Pedersen & Liu, 2003). Roles students in a student-centered approach to learning are that of a facilitator and trainer (Wang, 2006).

WEB-BASED LEARNING

Research applications on-line learning in the Department of Education Technology, State University of Malang (UM TEP) is an umbrella research. These studies are expected to contribute to the TEP UM departments. These contribu-tions are: 1) Research at the UM Department of TEP expected to produce designs and models of on-line learning. 2) Research at the UM Department of TEP ex-pected to produce developments learning resources that can be distributed through the media on-line learning. 3) Research at the UM Department of TEP is expected to produce a learning resource and can be used in on-line learning environment in accordance with the characteristics of learning resources, instructional media and learners. UM researchers majors TEP FIP realize that the need to continuously conducting research that on-line learning can be used as a form of learning that is ideal for majors TEP UM in

particular and the University of Indonesia On Generally.

Research by students in the environment department TEP UM starting from research institutions INHERENT K-1. This research laid the basis for development of on-line learning. The study has resulted in SAPROL who have used the majors TEP UM since 2007 until now, research development is a research which produces a product with a valid qualification so it deserves to be imple-mented in on-line learning.

Recent studies majors TEP UM has contributed evenly. Research last several students have been doing development that has contributed significantly. Praherdhiono (2014) developing learning environment on-line cyber well-ness. The study was developed by a student of TEP UM and tested in Department of Special Education (PLB). Kuswandi (2014) developed cyber wellness through Ki Hajar Dewantoro learning approach to the concept of continuous, convergent and concentric.

RESOURCES IN THE FORM OF AUDIO AND VISUAL

Mobile gadget is a device that can be categorized as the application sup-port mobile learning in on-line learning. Mobile gadgets are technically very sup-portive models in Drexler Drexler (2010) that build learning has exceptional access tree (Figure 1).
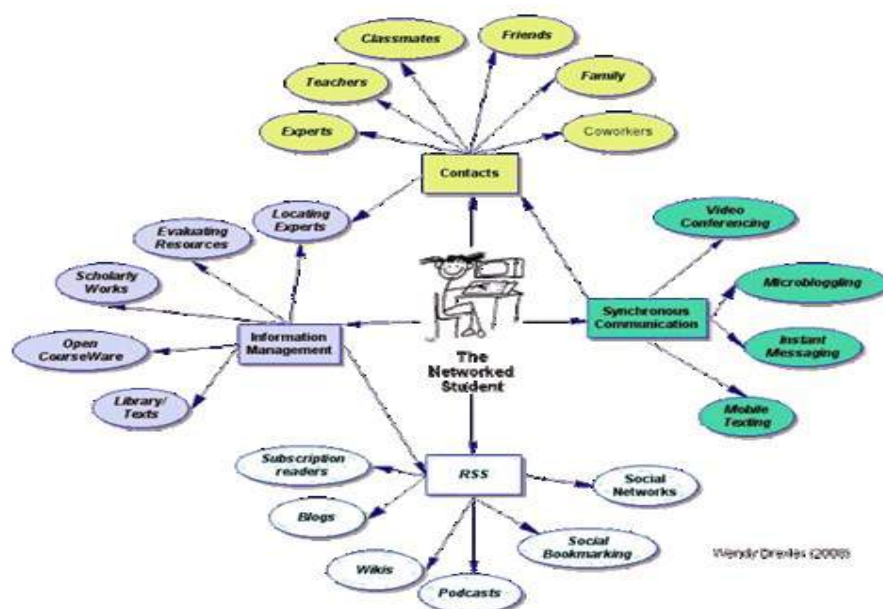
Figure 1: Student Network

The model describes including academic contacts related to social con-tact, communication synchronous and asynchronous, information management, and syndication really simple (RSS). Social contacts including

students, class-mates, students outside the classroom, and subject matter experts. Communication Synchronous refers to video conferencing and instant messaging. The management activities include seeking expert

information, evaluate resources, access to scientific papers, and find other open educational resources. RSS includes blog-ging, reader subscriptions, podcasts, wikis, social bookmarking, and other social networks.

Students in the network follow a constructivist approach to learning. He builds knowledge based on experience and social interaction (Jonassen et al., 2003). Constructivism encourages "greater participation by students in the deprivation of their scientific knowledge" (Larochelle et al., 1998). Technology mobile gadgets as a collection of tools that can promote the development of knowledge, information media to explore the knowledge, active learning tool, social media to promote conversation and intellectual partner to fa-cilitate reflection (Jonassen et al., 2003). Each of the components present in the Mobile Gadget . Students use RSS and social bookmarking to organize infor-mation and build knowledge in advance with the aim of completing a task or achievement of learning goals. Social media, or web-based application designed for the purpose of interacting with other people online, promote conversa-tion. Blog is an example of a vehicle in which students can reflect on the learning process. Sub-section coexist to support constructive learning experience. The learning environment of students made individual and interesting.

Siemens (2008) associate the concept connectivisme by learning to use networking on-line. He confirmed that learning and knowledge boils down to in the diversity of opinion, and learning is a process that connects the nodes or re-sources (Siemens, 2004). Mobile Gadget learning environments private reflected in many of the principles connectivisme. Often traditional classroom settings to provide a forum for a limited point of view, perhaps just students, textbook writ-ers, and students may be others in the class. Conversely, in an environment of learning networks, blogging is a key component of the learning environment per-sonally in which students respond and gather the opinions of others. Students identify blogs that target a particular unit of study, and they have the option to respond with their own opinions. They are taught to distinguish between facts and opinions and appreciate good value.

In a traditional classroom settings, students have primary control over the content. She selecting or designing the curriculum. Learning to use mobile gadg-ets on-line gives students the power and control to get in touch with an expert lec-ture material in almost all

areas. Skills to identify content and expertise valid, acknowledges the source is questionable, and it compares very important in the information age continues to grow. the connection to humans is an important part of the learning process. Connections are expanding to include access to resources and artifacts creative. Computers and mobile devices continue to expand access to all kinds of information and learning resources. the content of learning is rapidly becoming available, a web application that is released to assist in the management of content. Furthermore, the students take advantage of the availability of content is presented in a new format were held. in the end, learning environment person-ally built by humans becomes available for others who want to learn about top-ics together . learners are new, only connected through a computer or mobile de-vice, it may not have personal contact with the development of the learning envi-ronment of individuals, but they learn from and contribute to a collection of re-sources. Students on-line build knowledge that can be built above in another con-text. Knowledge in the network, which will be activated by learners at any time in the future. There is always a capacity to add nodes to the network (Siemens, 2009).

Students on-line to build a personalized learning environment one node at a time. Once the connection is established, they must be revisited and built upon to facilitate further learning. The learning environment personally live outside of time spent in the classroom, especially if students choose to activate it. But even in a situation where one of the students left the personal learning environment, if it is created as an open source, it becomes a powerful node from which others can learn.

AUDIO AND VISUAL RESOURCES ON DEMAND

Students and students now have had various forms and tools for authoring Web 2.0, including Audio and visual podcasting, blogging, social bookmarking, social networking, virtual worlds and writing activities wiki (Gray, 2010) . In addition, the technology Web 2.0 into an authoring tool specifically designed to meet the educational users , both free-standing services such as Vol, Edublogs, Serious Games and TeacherTube, and tools included in newer versions learning management systems like Blackboard and Moodle. Furthermore, no student or students have to rely more on online learning infrastructure provided by the institution to give them access to their chosen destination designed or popular tools. So students and maha students together, freer than ever to use Web authoring forms new they choose, to support

teaching and learning, both inside and outside the academic policies and protocols.

Many media information as Behan management of learning resources, it is increasingly difficult to keep abreast of changes in certain areas, the implications arising from the related fields. Really Simple Syndication (RSS) allows learners to subscribe to change the content and make tracking changes easier. But it is up to students to determine what will be included in the context of the study. for more control shifts from students to students, increase the responsibility falls on individuals to make decisions about which nodes in the network's most importen. Proses this decision comes with experience.

In the end, meaningful learning occurs with the construction of knowledge, not reproductions; conversation, not acceptance; articulation, not repetition; collaboration, not competition; and reflection, not a recipe (Jonassen et al., 2003). Perspectives Jonassen about meaningful learning guide the design of learning environments constructivist. The design, the learning environment of individual students and the students made in this study obey the principle of con-structivist with the aim of developing online students are taking increased respon-sibility her learning while navigating an increasingly complex content ba-sis. Students are facilitators in the process of helping students learn tissue scaf-folds and manage content as it becomes more complex.

Development of individual learning environment is not always facilitate the understanding or deep understanding. Studying the potential that exists in what the students do with the preparation of the content and how it is synthe-sized. Model Student network is one of the investigation, or the process of "ex-ploring the issues, ask questions, make discoveries, achieve new understanding and satisfy the curiosity of a personal" (National Science Foundation, as quoted Chang & Wang, 2009, p. 169). Shipping is not more effective than other learning unless a balance is struck between centered approaches Student and centered on students. Instructional objectives are "to really enhance the cognitive activity" (Chang & Wang, 2009, p. 169). in the guided inquiry, students leave problems and directing students to materials for investigation (Colburn, 2000). Students need to help students navigate the breadth of content, apply the tools properly, and

offer support in the form of skills of digital literacy and skills subject mat-ter. However, students may not be the only expert in the learning process. the ability to look beyond the classroom walls expertise is one of the powerful bene-fits of a personal learning environment that is structured.

Principle connectivisme equate the fundamentals learned in the world of networking, design, learning environment personal-pupil creating student-facilitated this research adheres to the principles of constructivist and connectivist with the aim of developing the student network will take more responsibility for their learning while navigating a base content increasingly complex.

ANALYSIS SYSTEM MANAGEMENT AVOD

Methods Development of Web-Based Learning Design Model Davidson-Shivers and Rasmussen have antara development phas-es are: 1). Analysis; 2). Evaluation Plan 3) Phase Unison covering design, system development, testing and implementation and Formative evaluation. This phase can be done Arm times until the time limit is not specified; 4). Implementation of Comprehensive; 5). Evaluation Summative and Research.

The results of the analysis envisaged impact on the design process and does not affect the overall Concurrent Design. The process of analysis and design is not a sequential process, but the process of analyzing influence on the design process. However, the processes that are in the environment Design Unison is not directly affected. The analysis process includes two fase namely analysis and cur-rent students and analysis of learning resources that use media learning form of mobile gadgets . the results of both phases was documentation of design devel-opment early stage. documentation of these designs will be used as policy makers in the development of management systems collaboration and current students through on-line system. Documentation design is rational design management sys-tem web Based and justification of the beginning of the web-based management system design. The justification is the justification for the sustainability of the next process. Analysis problem is an investigation into the activities of the performance problem and not only found the problem, but at the same time solving the search problem. Analysis of learning component is an analysis of the community situation.
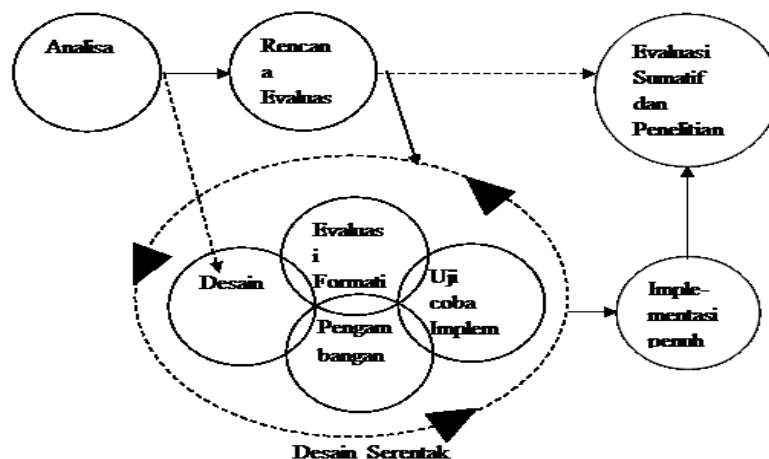
Figure 1. Model Development Learning Model
(Davidson-Shivers and Rasmussen: 2006)

BEHAVIOR CHANGE COMMUNICA-TION

The results of the analysis of the condition is the emergence of pressures from various parties is increasing for students to enter the media with email tech-nology, web and multimedia - into their programs and teaching practices (Lee, 2004). As a result, students need to develop new knowledge and skills in the de-sign and production multimedia resources. There is a growing need for students to understand the design process media and instructional design process. However instructional design framework in the literature does not seem to recognize an es-tablished process of instructional media design. Anything can change except that remains is change itself

The students have mengalami increasing awareness of the context, the role, delivery and funding (Oliver, 2001). The growth of both the number and type of media increased as the line exponentially in the use of the Internet, espe-cially web since 1995 with his ability to communicate some information media - text, image, audio, animation, video - interactive and now has become an instant way to cross state boundaries. Toffler (1990) confirms the observation that "what is happening is the emergence of an entirely new in wealth creation that is totally dependent on instant communication of data, ideas, and symbols".

The new media allow changing instructional practices in ways often de-scribed as' flexible delivery flexible learning and mediated learning. Suffi-cient resources organization was a strategic incurred for offering courses in fashion flexible to better learners. A common reason is that the internet is flexible based anywhere and anytime, learning must be offered by the organization without borders' to maintain the position of the student and continued relevance in the global market and diverse learning facilities and competitive provider.

CONCLUSIONS AND DISCUSSION

Changes to student communication users in informatics perspective in learning science has undergone reforms and actions that emphasize that: 1) the active involvement of learners in the learning process becomes the most important element; 2) pay attention to the intellectual and emotional capabilities at various levels are the competencies required of students; 3) the preparation of teaching media not only as its medium, but are intended to participate in solving the prob-lems in the world that is changing rapidly and flexibility as the demands of learners who will enter the workforce which will require life-long learning. This condi-tion is in line with the thinking Kearsley, (1994: 159) disclosing the student and the administrator must be properly prepared to improve and manage the technology. Not only as a medium, but as a problem solver

One area that is very important for students is the ability to critically evaluate media technology pembelajarn existing and new. We need students who can think about the possible side effects, consequences and impact of technologi-cal media that have been developed. Students need to develop learning media which can only be a mediator. But it can connect learning resources into learning assets and learning in the learning environment.

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DEVELOPMENT PREPARATION, IMPLEMENTATION, AND EVALUATION OF THE REGIONAL DIVERSITY-ORIENTED THEMATIC LEARNING FOR 3 GRADE OF ELEMENTARY SCHOOL IN MALANG

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ABSTRACT

The research of this thematic learning conducted in the 3 grade of the elementary school in Malang which was divided into the region of city center, a half of city and village, and border village. The subjects of this research were 50 teachers of the 3 grade of the elementary school in Malang. The goal objects of this research included: (a) make a thematic lesson plan in the 3 grade of elementary school, (b) implement thematic learning in the 3 grade of elementary school, (c) evaluate the lesson plan and accomplish of thematic learning in the 3 grade of elementary school. The instruments used in this research were questionnaire, interview guide, and documentation. The gained from the questionnaire processed in qualitative by using percentage. In the thematic learning, the teachers of elementary school or madrasah ibtidaiyah faced some difficulties, they were: (1) making or arranging the lesson plan for 3 grade of the elementary school or madrasah ibtidaiyah in Malang, that were mapping out the Basic Competence (KD), abbreviating the theme, and developing the indicator, (2) Implementing the thematic learning, such as: less practiced in the field, the teachers in elementary school or madrasah ibtidaiyah faced difficulties in deciding the learning methods for thematic learning which activated the learners, (3) Evaluating the thematic learning, such as: the teacher in elementary school or madrasah ibtidaiyah only focused on the cognitive successfulness

*Keywords: thematic learning, **preparation, implementation and evaluation.***

This research focused on the map making about teachers' skill in: (1) making the thematic lesson plan for 3 grade of the elementary school, (2) implementing thematic learning in the 3 grade of elementary school, (3) evaluating the lesson plan and implementing thematic learning for 3 grade of elementary school suitable with the teaching they made, except for the drafting of a handbook (guides) on the teachers' skill in: (1) making the thematic lesson plan for the 3 grade of elementary school, (2) teachers' skill in implementing thematic learning in the 3 grade of elementary school, (3) evaluating the lesson plan and implementing thematic learning for 3 grade of elementary school suitable with the teaching they made. So that, the straightening problems as follows: how is the regional diversity oriented thematic learning for 3 grade of elementary school in Malang.

METHOD

The first problem which would be solved is (1) how is the data illustration about teachers' skill in making thematic lesson plan for the 3 grade of elementary school, (2) how is the data illustration about teachers' skill in implementing thematic learning at the 3 grade of elementary school, (3) how is the data illustration of teachers' skill in evaluating the lesson plan and implementing thematic learning

for the 3 grade of elementary school appropriate with the learning scenario that they made.

Therefore, the procedure that would be done in planning those problems was:

The first step of this research is used descriptive plan. this research is aimed to describe systematically, specify and accurate about (1) how is the data illustration about teachers' ability in making thematic lesson plan for the 3 grade of elementary school, (2) how is the illustration data about teachers' skill in implementing thematic learning at the 3 grade of elementary school, (3) how is the teachers' ability in evaluating the lesson plan and implementing thematic learning at the 3 grade of elementary school suitable with the learning scenario that they made. Therefore, determined two ways, they are survey and deepen interview completed by observing and documenting (Winarni, 2007). Both of those way used as an entry for developing the diversity-oriented thematic learning (geographical characteristic) on the learners at the 3 grade of elementary school in Malang.

Variable of the research that would be studied or examined in this first step is the profile of thematic learning as follows: (1) how is the data illustration about teachers' skill in making the thematic lesson plan at the 3 grade of the elementary school, (2) how is the data about teachers' skill in implementing the thematic learning at the 3 grade of elementary school, (3) how is the data about teachers' skill in evaluating

the lesson plan and implementing the thematic learning at the 3 grade of elementary school suitable with the learning scenario that they made.

Therefore, taken on two ways, namely survey and deepen interview completed by observing and documenting. Both of them were used as an entry for developing model of diversity-oriented thematic learning (geographical characteristic) for the 3 grade of elementary school at Malang.

The population of this research were the teachers at the 3 grade of elementary school placed in Malang region consisted of (a) center of the city consisted of Klojen sub-district and Lowokwaru, (b) half of the city and the village consisted of Blimbing sub-district and Sukun, (c) Village, namely Kedung Kadang sub-district (a border). Each of the sub-district consisted of 5 supervision regions, each of the supervision was taken 2 elementary schools, amount of the subjects were (5x5x2) or 50 elementary schools.

The instruments used in this research were questionnaire and interview guide. There are some important steps in arranging the questionnaire. First is elaborate the first variable (1) how is the data illustration about teachers' skill in making thematic lesson plan for the 3 grade of elementary school, (2) how is the data about teachers ability in implementing the thematic learning in the 3 grade of elementary school, (3) how is the data about teachers' skill in evaluating the lesson plan and implementing the thematic learning scenario in the 3 grade of elementary school suitable with their own learning scenario that they made. Both of the way used as an entry to develop diversity-oriented on the model of thematic learning (geographical characteristic) in the 3 grade of elementary school at Malang.

Those variables elaborated into sub variable. Second, arranging the questions based on the characteristics or grating which always is made. Forth, accomplish analysis on the question based on the substance and the technical administration. Five, accomplish the completing instruments. Kinds of the interview used were structured interview. Consisted of basic questions, and asked for open-ended answer from the respondents.

Assessment of data field expert testing done by using questionnaire and interviewing about the acceptableness of the packet. Based on Moleong (2008) this questionnaire contained an entry level of utility, accomplish, and consistency. The interview contained an entry to the correction on the model of diversity-oriented (Geographical characteristic) thematic module training packet for the 3 grade of

elementary school in Malang. Then, the experiment data would be collected by using questionnaire, interview, observation and inventory.

Qualitative analysis used to determine the performance of teachers response from the 3 grade of elementary school. According to Moleong (2008), research position in the qualitative research is as the planer, organizer, collector, analysis, data interpreter and finally as the reporter on the result of the research. Qualitative approach used when the research analyze the result of mapping: (1) teachers' skill in making thematic lesson plan for the 3 grade of elementary school, (2) teachers' skill in implementing thematic learning in the 3 grade of elementary school, (3) teachers' skill in evaluating the lesson plan and implementing the thematic learning at the 3 grade of elementary school suitable with the learning they made, and then the data from field notation processed tobe some meaningful sentences.

RESULT AND DISCUSSION

Result from the first research on the first year, for the region considered from their elementary school consisted of city center (Klojen sub district and Lowokwaru sub district), half city and half village (Blimbing sub district and Sukun sub district), and village (Kedung kandang sub district) as follows:

1) Mapping out the basic competence before making the lesson plan

No	Alternative answer	City center	Half city and Half village	Village
a)	Yes	80%	85%	42%
b)	No	5%	15%	58%
c)	sometimes	10%	-	-
d)	No answer	5%	-	-

2a) Obstacles faced when mapping the basic competence (KD)

No	Alternative answer	City center	Half city and half village	Village
a)	Blend or mix the suitable theme and basic competence related with the course	14%	27%	55%
b)	Relates each of the material	14%	-	15%
c)	Have not understand yet because there is no deepen training yet	16%	5%	-
d)	Different suitability competence	7%	-	-
e)	Putting the indicators	7%	-	-
f)	Suitability with the theme	7%	5%	-
g)	Relates course material per discipline with the theme	7%	-	-
h)	Breaking up among the material and the basic competence, indicator and the learning steps	7%	-	-
i)	Time	0%	5%	-
j)	Classify per basic competence	7%	-	-
k)	There are some basic competence which cannot be mapped in one theme in some courses	7%	5%	-
l)	Nothing/divided/empty	7%	27%	30%
m)	Not answer	-	21%	-
n)	Determined the basic competence which is suitable with the theme-	-	5%	-

2b) Solution to overcome the obstacle in putting the basic competence before making the lesson plan

No	Alternative answer	City center	Half city and half village	Village
a)	There is no solution because of the complication	5%	-	-
b)	Deepen the material that would be delivered and looked the relevancy of every relevance material	5%	-	14.3%
c)	Found out the information from friends	10%	11%	-
d)	Isolated the competence in different time	5%	-	-
e)	Saw the example on the other book	5%	5.5%	-
f)	Found out suitability with the theme	5%	5.5%	-
g)	Making perception which enable some of the course could be put together	5%	-	-
h)	KKG (having a discussion on the KKG)	5%	3%	-
i)	Making self lesson plan without including the available theme	5%	-	-
j)	Have not understand yet	5%	11%	-
k)	Saw the text book	5%	-	-
l)	Understand the basic competence	10%	-	-
m)	Not answer	25%	31.5%	14.3%
n)	Asked and saw the example	5%	-	-
0)	Found out the same	-	5.5%	-
p)	Tried to make it, might be have not accurate yet	-	5.5%	-
q)	Used anathematic methods	-	5.5%	14.3%
r)	Implemented the program and accompanied by the learning correction	-	5.5%	-
s)	Basic competence mapped out suitable with the material and the learning objective	-	5.5%	-
t)	Collected the basic competence in each course	-	-	14.3%
u)	Inserted the basic competence in the nearly suitable theme	-	-	14.3%
v)	Flexible in the time allocation	-	-	14.3%
w)	Adjusted between the basic competence and the theme	-	-	14.3%

3a) Making yearly program

No	Alternative answer	City center	Half city and half village	Village
a)	Yes	95%	95%	70%
b)	Sometimes	5%	-	-
c)	No	-	5%	30%

3b) Obstacles in making yearly program

No	Alternative answer	City center	Half city and half village	Village
a)	Time	35%	15%	27.5%
b)	There is no	10%	35%	15%
c)	Incompletely with the plan in the year	5%	5%	-
d)	Not answer	20%	20%	27.5%
e)	Not understand	5%	-	-
f)	Arrange time allocation accurately	10%	5%	-
g)	Difficulty/feel difficult	5%	-	-
h)	The way of arranging or organizing	5%	-	-
i)	Too much because the there is the existence of semester's program	-	-	15%
j)	Difficult to divide the time in a year	5%	5%	-
k)	Organizing the basic competence with the time allocation of course and theme	-	5%	15%
l)	Developing the indicator	-	5%	-
m)	Too much lesson	-	5%	-

3c) the solution to overcome the problems

No	Alternative answer	City center	Half city and half village	Village
a)	Not answer	35%	65%	44%
b)	Better to finish it in KKG	10%	5%	-
c)	Estimate the time	5%	-	-
d)	Calculate the active day on academic calendar	20%	-	14%
e)	Pay attention on the examples	5%	-	-
f)	Borrowing the theme (learn with a friend)	5%	-	14%
g)	Adjust with the learners	5%	-	-
h)	Increase the private lesson at noon	15%	-	14%
i)	Processed the learning time efficiently and implemented the learning process logically	-	5%	-
j)	Used indicators in the curriculum	-	5%	-
k)	Making yearly program while holiday	-	5%	-
l)	Give a note on the prose as revision in arranging the next prose and accommodate while implemented	-	5%	-
m)	Analyze through the previous learning	-	5%	-
n)	Revise a bit	-	5%	-
o)	Making semester program	-	-	14.%

4a) Making a syllabus

No	Alternative answer	City center	Half city and half village	Village
a)	Yes	-	-	70%
b)	Not yet	-	-	-
c)	No	-	-	30%

4b) Obstacles in making the syllabus

No	Alternative answer	Half city and half village
a)	Difficult in adapting the theme	10%
b)	Not answer	35%
c)	Have not make it yet (no obstacles)	10%
d)	Suitability with the theme	5%
e)	Mixed the learning material with the theme	5%
f)	Do not understand on how to make it	5%
g)	When there is a basic competence which cannot be mapped out with the theme	5%
h)	Determine the indicator	5%
i)	Sectioning determined the activity	5%
j)	Estimate the thoroughness of basic competence related with the meeting needed	5%
k)	Learning activity sometimes is not the same with the activity in field	5%
l)	Inserting the course smoothly	5%

4c) Solutions to overcome the problems

No	Alternative answer	City center	Half city and half village	Village
a)	Discussing with friends	10%	-	-
b)	Not answer	35%	60%	-
c)	Work in group	5%	-	44%
d)	Collaboration with other teacher	10%	-	-
e)	Still includes the syllabus	5%	-	-
f)	Understand the material	5%	5%	-
g)	Increase the time of grouping	5%	5%	-
h)	learning process did permanently based on the teachers ability	-	-	14%
i)	Saw the exist syllabus	5%	-	-
j)	Estimate the level of basic competence difficulties which is taught by the learners understanding/achieving	5%	-	-
k)	Implementing the syllabus by adjusting the students' learning activity with the class atmosphere	5%	5%	-
l)	Discuss in the KKG	5%	5%	14%
m)	Adjust with the indicator	5%	-	28%

5a) Arranging theme system

No	Alternative answer	City center	Half city and half village	Village
a)	No	75%	80%	58%
b)	Yes	25%	20%	42%

5b) Difficulties in making theme system

No	Alternative answer	City center	Half city and half village	Village
a)	Adjusting with the theme	25%	20%	28%
b)	Relates the material with other material	10%	10%	-
c)	Need more time	10%	5%	-
d)	Not answer	25%	15%	44%
e)	Have not understand yet on how to make it/not understand	15%	5%	-
f)	Have not training yet	5%	-	-
g)	Inserting or dividing to other courses smoothly	5%	10%	14%
h)	Do not have	5%	15%	-
i)	Theme dividing in each basic competence	-	5%	14%
j)	Always open the KTSP	-	5%	-
k)	Determine the indicator	-	10%	-

5c) Solution of the Problem

No	Alternative answer	City center	Half city and half village	Village
a)	Work in group	5%	5%	14%
b)	Ask to other friends	10%	15%	-
c)	Not answer	55%	30%	14%
d)	The learners are follows the teachers' willingness	5%	5%	-
e)	Understanding every basic competence or material so the teacher can relates them	10%	5%	-
f)	Solve in KKG	5%	20%	-
g)	Arrange sets of learning logically	5%	-	-
h)	Adjust with the indicator	5%	-	-
i)	Adjust with the existence of theme	-	-	14%
j)	There is no/do not know	-	10%	14%
k)	Look for the existence the book adjusted with the environment/learner	-	10%	14%

6. Implement the a-f sequence

No	Alternative answer	City center	Half city and half village	Village
a)	Yes	65%	60%	58%
b)	Not yet	15%	15%	-
c)	Some /a part	20%	25%	42%

7. The way on arranging the lesson plan without doing a-f sequence (6)

No	Alternative answer	City center	Half city and half village	Village
a)	Not answer	60%	55%	-
b)	Program semester as the basis, syllabus from the curriculum, basic competence, and theme system	15%	15%	-
c)	Arranging the lesson plan by helping from other friends or collaborating with other teachers	55%	30%	14%
d)	Arranging as well as possible or following while correcting/revising	10%	10%	14%
e)	Arranging the lesson plan or have not thematically	5%	-	43%
f)	Find out in the internet or in the books	-	10%	-

8. The obstructions relates with the answer number 7

No	Alternative answer	City center	Half city and half village	Village
a)	Not answer	40%	30%	29%
b)	Needs more time	15	10%	14%
c)	Not class guardian	-	-	14%
d)	Assessment	-	-	29%
e)	Cannot thematic/have not understand	25%	25%	14%
f)	Difficult in adjusting with the basic competence	5%	15%	-
g)	Difficult in combining between the courses	-	5%	-
h)	Lot of students	5%	5%	-
i)	Lack of the media	5%	10%	-
j)	Arrange based on the KBM situation	5%	-	-

9. The solution relates with number 7

No	Alternative answer	City center	Half city and half village	Village
a)	Teaching as well as possible	10%	15%	-
b)	Ask to other friends	40%	35%	44%
c)	Not answer	10%	-	-
d)	Work together with friends	15%	-	-
e)	KKG	5%	25%	14%
f)	Not thematic	10%	5%	-
g)	Try to on time	5%	-	-
h)	To be continued at home	5%	5%	-
i)	Thematic training	-	-	14%
j)	Delivered the lesson plan one theme/every theme	-	10%	14%
k)	Used the most simple media	-	-	14%

10. The activity that was done when opening the lesson in implementing the thematic learning

No	Alternative answer	City center	Half city and half village	Village
a)	Question and answer, story, sing	55%	35%	28%
b)	Bring the learners to the condition which are they ready to learn, perception	35%	40%	14%
c)	Give the authentic examples in the perception	10%	-	-
d)	Relates the theme with the learning at the day	-	25%	-
e)	Not answer	-	-	44%
f)	Stimulating by using media	-	-	14%

11. Activity in the learning process (whilst activity), learning strategy

No	Alternative answer	City center	Half city and half village	Village
a)	Lecturer/explaining	15%	5%	14%
b)	Individual/discussion	10%	5%	14%
c)	Question answer, discussion	50%	10%	-
d)	Dominate all the methods/variation of strategies (based on the condition)	5%	50%	30%
e)	Adjusting the basic competence with the material	-	5%	-
f)	Activated the learners, an interesting learning process	15%	5%	14%
g)	Used PAKEM, visual aids	5%	5%	14%
h)	Not answer	-	15%	14%

12. The activity while closing the learning process (Post Activity)

No	Alternative answer	City center	Half city and half village	Village
a)	Yes, delivering the task o the material by giving a compliment, follow up, and conclusion	95%	95%	72%
b)	Sometimes	5%	5%	14%
c)	Not answer	-	-	14%

13. Steps to see the teachers' successfulness in implementing thematic learning

No	Alternative answer	City center	Half city and half village	Village
a)	The learners could answer the questions	40%	15%	-
b)	Evaluation and follow up	45%	65%	58%
c)	Quizzes per chapter	10%	5%	-
d)	Feedback for every basic competence	5%	15%	28%
e)	Not answer	-	5%	-
f)	Assessment process	-	-	14%

14. in what form that the teachers' successfulness can be seen in implementing the thematic learning?

No	Alternative answer	City center	Half city and half village	Village
a)	Written test	25%	55%	72%
b)	Oral test	-	5%	-
c)	Written test/oral test/tasks	65%	30%	-
d)	Not answer	10%	10%	28%

15a) Obstacles in evaluating

No	Alternative answer	City center	Half city and half village	Village
a)	The old learners performance the group (wasting time)	20%	10%	14%
b)	There is no obstacles	10%	20%	14%
c)	Difficult in adjusting the learners ability and the environment	35%	25%	28%
d)	Facility, lack of infrastructure	5%	5%	28%
e)	Not answer	20%	25%	-
f)	Kinds of evaluating which is suitable with the basic competences (KD) is difficult to be understood	10%	15%	14%
g)	Amount of the learners	-	-	14%

15a) Obstacles in evaluating

No	Alternative answer	City center	Half city and half village	Village
a)	Gave the priority to the learners whom finished of reading their results	10%	5%	-
b)	Not answer	40%	75%	58%
c)	Adjusting the learning schedule	5%	-	-
d)	Repeat the material and revising the lesson plan	5%	5%	28%
e)	Sufficient Source of learning	20%	10%	-
f)	Add the time	5%	-	-
g)	KKG	-	-	14%

DISCUSSION

Based on the interview and the result of observation as well as the result of questionnaire which was experienced by the teachers at the 3 grade of the elementary school in Malang, concerning the thematic learning, many teachers in the city center, half city and village too as well as the village (a border) experienced obstacles in making the lesson plan, implementing the learning process, and evaluating in thematic above, whereas the main objective of the school possibly help the learners in understanding their worlds (Kovalik, 1994).

They difficult to improve or to elaborate the indicator when they are making thematic lesson plan, mapping out the basic competence, and combining them with the suitable theme and representing the courses (science, social, mathematic, citizenship) abbreviate the problem.

However, mapping out the basic competence is the first component in arranging the thematic lesson plan for 3 grades.

Eighty seven percent (87%) of teachers in Malang have made yearly program or (PROTA) and semester program (PROMES), but only 30% teachers of elementary school at the 3 grade made the syllabus. The teachers at the 3 grade of elementary school in Malang also have made the thematic lesson plan, but they did not sure about its correctness. Time's distribution and appropriate portion for the thematic courses also became a problem in arranging the lesson plan.

In implementing the thematic learning the teachers at the 3 grade of elementary school felt difficult in determining the appropriate learning method with the thematic learning to activate the learners, but this is not suitable with the statement or the explanation that in the time period of learning, creativity and motivation are very important for every learner (Nurcholis and Bachtiar, 2012). Especially in the whilst activity, but their perception have done the activity which can attract their learners. Although they have had made thematic programs, many of them are still doing the conventional learning or per courses. The limitation of thematic learning sources especially the text books used by the learners also became the problem or the obstacle in doing thematic learning.

Evaluation which is done by the teachers at the 3 grade of elementary school in Malang still emphasizing on the form of written test, proved by the learners which can only answer the question test. The teachers at the 3 grade of the elementary school in Malang still cannot evaluate the lesson plan made by themselves and thematic learning that they have done (self reflection).

CONCLUSIONAND RECOMMENDATION
Conclusion

Difficulties in arranging the thematic lesson plan for the teacher at the 3 grade of elementary school in Malang as follows: mapping out the basic competence, abbreviating the theme, and elaborating the indicator. Implementing the thematic learning as follows: lack of practicing or implementing the field, the teachers of the 3 grade at the elementary school have difficulties in determining the appropriate teaching method for thematic learning which can activate the learners, (2) Evaluating the thematic learning as follows: the teachers at the 3 grade of elementary school only focused on

the cognitive successfulness. They still cannot evaluate the lesson plan made by themselves and thematic learning which is done by them (self reflection).

Recommendation

It is necessary to have pocketbook (guidance) about: (a) teachers' skill in making thematic lesson plan for the 3 grade of the elementary school, (b) teachers' skill in implementing thematic learning at the third grade of the elementary school, (c) teachers' skill in evaluating the lesson plan and implementing the thematic learning for the 3 grade of the elementary school suitable with the learning scenario, (2) It is necessary to make a training for the teachers at 3 grade of elementary school in Malang. The training is about (a) teachers' skill in making thematic lesson plan for the 3 grade of elementary school, (b) teachers' skill in implementing thematic learning at the 3 grade of elementary school, (c) teachers' skill in evaluating the lesson plan and implementing thematic learning for the 3 grade of elementary school which is suitable with the learning scenario.

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EFL STUDENTS' RECOGNITION OF WORDS
IN SPOKEN AND WRITTEN MODES

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ABSTRACT

This study reports the comparison of students' recognition of words presented in different modes, spoken and written. The different in the modes implies the difference in the language inputs that the students tried to recognize. The participants of the study are 30 sophomore college students who previously got course on four English language skills until intermediate level. This study employs causal-comparative research in that this study tries to figure out the effect of the difference in the mode of tests that led to the difference of the result of the test. Data was collected by Nation's vocabulary-size test administered to the participants in different modes. In addition to the vocabulary test as the main research instrument, interviews with the test-takers were also conducted to enhance the interpretation of quantitative data gained from the vocabulary test. The result shows that the difference of students' vocabulary-size in spoken and written mode is significant. It implies that written mode is more familiar as language input media for the students' words recognition. This implication is also supported by the fact that the participants are more comfortable when they worked on the vocabulary-test in written mode because they are familiar to the ortographical signs they have ever seen.

Keywords: word recognition, language input, vocabulary-size, language mode.

The emergence of word recognition terminologyis from the realization of the process in the beginning literacy in which children have to understand and know graphological signs they see. Literacy Information and Communication System (2016) defined word-recognition as the ability of a reader to recognize written words correctly and virtually effortlessly. It is apparent that this terminology is used for describing cognitive proccess of decoding written language. In addition, word recognition is included into language process and most of language process research are based on printed form of language (reading). In this regard, it is necessary to conduct more research to explain the language process in spoken form.

It is a commonsense that the first language input that human receives is auditory. Most of babies learn their first language from listening. In this regard, of course Since (Gass and Selinker, 2008) the exposure of language (language input) is the a major driving force of language learning. Because, in that view, learning a language involved imitation as primary mechanism, the language that surrounded learners was of crucial importance.

In EFL context, the acquisition of words must be different from first language/words acquisition, this includes the way someone recognizes words. By realizing such phenomenon, this study focuses on the media used by most of Indonesian learners in recognizing English language. Considering their language input is different from first language users input, it lead to the realization that EFL learners may have different way to recognize English words regarding its modes.

Language input is inevitably necessary in acquiring language skill. As in first language acquisition, children acquire language through repeated input they heard. In foreign language learning, the role of language input has different and more complex process. An expert who elaborates the process of language input of language other than first language is Krashen (1982) who believes that acquisition of language can be obtained through comprehensible input, namely, the exposure, whether it is auditory or visual, that one receives. In order to conduct language learning, language input is absolutely necessary, either learning first language or the other language (Troike, 2006).

In order to acquire language, language input should be comprehensible for language acquisition. As what Krashen's (1982) proposed that language input will be meaningless if learner just sees or hears the words and sentences and repeats them without understanding the intentions. Furthermore, language input does not only contribute to the experiential meaning of language but also the other mechanism of language, including the structure of language (Bot, Lowie and Verspoor, 2005). It means that with comprehensible language input, learners develop his/her notion to proceed language through any language system (for example, semantic, phonological or morphemic system).

In the context of education in Indonesia, the probability of English language exposure (language input) is from classroom. This means that lots of Indonesians learn English purposefully. Therefore, purposeful exposure presented to, especially,

Indonesians who learn English language, is really dominant and important in the process of becoming proficient in English language. In this study, the English learned by the participants of this study is foreign language, because the participants of this study used English around academic environment (campus or school). It is in line with Ehlich's (2009)view that foreignness of a language is determined by the frequent practice of the language in the real social life.

It is in line with Gass and Selinker (2008) who believe that foreign language learning usually happened in classroom so that the language learned is treated as nonnative language in the environment. In Indonesia (not including in particular places that set the environment to use English language), language input in classroom is more dominant than the other input from the environment where a learner lives. Although he/she can find input in their environment, most of them often neglect the language used. Furthermore, many English language are transliterated and considered as Indonesian (becoming loan/borrowed words). This fact is different from the situations required as second language in which the learner uses the language for daily life. The difference in the frequency of the language input by which the learner acquires new language is what makes this study differentiate the phenomenon of word recognition of an EFL learner from an ESL learner.

For brief view, word recognition is,in the other words, lexical access. It is the process of recognizing words that begin when the sensory input or some representation computed from this input makes initial contact with the lexicon (Tyler and Frauenfelder, 1987). It implies that there are many aspect when we access the lexicon in our mind. The difference in the modes of the language input can be one of the phenomenon to be observed.

The differences of language modes are proposed by Halliday (1999) in grammatical perspective, from syntactic to the greater structure, namely discourse. He also elaborate two modes of languages to express linguistic meanings, namely, spoken and written modes. In explaining the phenomenon of word recognition, the focus is the differences of written and spoken language in terms of lexico-grammatical system. Spoken language uses phonological system through sound medium meanwhile written language uses graphological system through visual medium. These different mediums lead to different potentials of expressing meaning in addition to the evolution

in human culture that consider sound and graph differently.

In the word recognition process, the realization of spoken and written process can be initiated by noticing sound and spelling. When sound is accepted as auditory input immediately, spelling becomes the preceding item. The lexical decision for even every syllable accepted leads to different rate of speed in the access to the lexicon (Jakimik, Cole and Rudnicky, 1985). This leads to the realization that there is also realization of written form of language in the process of lexical decision. From this point, considering some theories and process of word recognition, the input can be influential in the process of accessing the lexicon.

METHOD

This study employs basic causal comparative design in order to analyze the difference of learners' word recognition using written media from using spoken media. The characteristic of the design is in line with the nature of variable being observed. Fraenkel, Norman and Hyun (2011) show that causal comparative research is used when investigators attempt to determine the cause or consequences of differences that already exist between or among groups of individuals. The difference in this study is the different modes used in recognizing English words by EFL learners as the individuals.

The samples of the research are sophomore students in a university majoring English language Education. Almost all of them use English in campus environment or in school for some who have a school to teach. They do not use English for their daily life. There are about 30 active students who diligently attend the class so they were chosen as samples, namely, because of the accessibility to the participants in collecting the data. They also have at similar characteristics since they learned English in the same level. Therefore, in terms of their mastery in English language are similar and since they are not new students, they already understood many kinds of English test. Regarding such characteristics, it is ideal to conduct this study to them.

The research instrument is Nation's (2016) vocabulary-size test. This test is at first place used to measure the richness of one's vocabularies (inventories of words). However since the basis of every point in the questions is to understand the semantic meaning in a context (sentence), this test can be used to show one's ability to recognize words. However, they are presented in written text (reading). Therefore, in this research the words and the context (sentence) is converted into speech, by using natural speech software. There are some repetitions of the speech because as test takers read

the words and the contexts have also chances to read for unlimited times. The speech is repeated about five times. In this regards, considering the duration and the difficulty of the test per points, they are equal but different in the way the test-takers get the input, namely, by reading (written mode) and by listening (spoken mode).

The data were analyzed by paired t-test. The reason to use this test is that to find the difference of the learners who first took vocabulary-size test in written mode from the same learner that took the vocabulary-size test in spoken mode for the second time. In order to find the difference between two means, t-test is the precise statistical test to use, meanwhile because of the same subjects enrolling the test, the t-test is the paired one. However the calculation was not done manually. SPSS 16 was used to help calculating the data of the research.

FINDINGS AND DISCUSSIONS

After collecting the data from the samples, the data were calculated and the result for the statistical description to see the means of each test is by the following table:

Table 1
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Written	46.5333	30	7.98591	1.45802
	Spoken	35.2000	30	7.92813	1.44747

As seen in table 1, the difference in the standard deviation is relatively low, meanwhile the means of both groups are different. From this point we can see the difference, namely, spoken mode test leads to the decrease in students achievement test from the written mode test. The difference is about 11.3. These numbers are from the same subjects (test-takers), it means that the modes of the language input are more dominant in influencing the difference in this means.

In order to have more comprehensible information for the statistical information above, the following table can depict the correlation between the two means:

Table 2
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Written & Spoken	30	.335	.070

This correlation calculation is useful in presenting the distribution of the change of every test-takers. As can be seen, the value of the correlation is 0.335. It is lower than 0.5 that usually becomes the standard value to categorize correlation between two variables. This means that individually the distribution of the change in the test scores is different. In the calculation process, it is found that there are some of the test-takers have better scores in spoken language, although most of the students have higher scores in written language. It can be seen from the table that about 70% of the test-takers shows better scores in written language.

For the main statistical calculation for this study, the following table shows the result of paired t-test of test-takers in written and in spoken modes:

Table 3
Paired Samples Test

		Paired Differences					t	Df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Written - Spoken	1.13333 E1	9.17393	1.67492	7.90773	14.75893	6.766	29	.000

This pared samples test shows that the significance in 2-tailed is 0.00. This means that the difference between means of spoken and written groups are significantly different. The degree of confidence is exceeding 95%. In other words, there are significant changes in students' (test-takers') ability to recognize words through different modes of language input, in this case, written mode and spoken mode.

However, since this study using 2-tailed, it means that there is no preference towards one mode of the language input. Both modes considerably has the same potential in speed or easiness of 'lexical access'. There might be possibility that words in written mode can be easier to recognize that those of in spoken mode or vice versa. By regarding the correlation in the table 2, it can be assumed that for EFL students is easier to recognize words in written mode than in spoken mode.

The result shows that the difference of students' vocabulary-size in spoken and written mode is significant. It implies that written mode is more familiar as language input media for the students' words recognition. This implication is also supported by the fact that the participants are more comfortable when they worked on the vocabulary-test in written mode because they are familiar to the ortographical signs they have ever seen.

In another hand, there are about two students who have better score of recognizing words in spoken mode. They are extreme cases. They informed that they felt more comfortable when they

listen to the words in spoken mode and have more concentration. In addition, there was somewhat wash back effect when they had similar vocabulary test although the test is in different mode.

CONCLUSIONS

Considering that language input is different from first language users input, it leads to the realization that EFL learners may have different way to recognize English words regarding its modes. After analyzing the data, the result shows that the difference of students' vocabulary-size in spoken and written mode is significant. It implies that written mode is more familiar as language input media for the students' words recognition. This implication is also supported by the fact that the participants are more comfortable when they worked on the vocabulary-test in written mode because they are familiar to the ortographical signs they have ever seen.

For recommendation, there should be further examination and research for extreme cases. Some of test-takers of this study revealed that there are some learners' characteristics that take a part in influencing the result of the test. In addition, there should be further clarification of wash back effect as every test administered to the samples.

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VALIDITY OF MEDIA DEVELOPMENT BASED LEARNING COMPUTER IN COURSE MANAGEMENT INFORMATION SYSTEMS ON THE STUDY PROGRAM INFORMATION AND COMPUTER ENGINEERING EDUCATION AT UNIVERSITY FKIP BUNG HATTA

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ABSTRACT

This study aims to produce a draft of Computer Based Learning Media are valid for courses Management Information Systems. This research is a research development by using the 4D model (define, design, develop, and desseminate). Phase desseminate not do. This study was designed to see if the media is valid, then do a trial expert, that expert design computer-based Learning Media Management Information Systems and Learning Media experts legibility of computer-based Management Information System. Aspects tested to experts in the media is a material aspect of learning, presenting aspects of the media and aspects of language learning and legibility. The results showed that the learning media management information systems by the expert are valid. It can be concluded that the media lectures on the management information systems Study Program Informatics and Computer Engineering University of Bung Hatta FKIP was valid.

Keywords: computer-based learning media, management information systems, valid

College is an educational institution that is expected to produce graduates with academic skills in the field of science that is occupied. Therefore, universities must always follow the development of science and technology is developing rapidly in order to refresh and update mainly on the motivation, attitudes and outcomes of learning process that takes place in it. The process of learning in Higher Education is not the same as learning in school. Learning in Higher Education is not just giving the material, topics or concepts that are strategic, but also must provide a learning experience that allows students to study the development of self-reliance.

One of the factors that can support student independence in learning is the availability of adequate learning resources. The learning resources may include textbooks, media, job sheets, dictates lectures, and others. However, it should be noted that the use of learning resources that are routine with no variations would not bring up the interest of students to learn independently. So happens that the lecture Management Information System.

Class Management information systems implemented with a total of 3 credits using learning resources such as textbooks. Textbooks used yet releavan with the demands of Subjects. The use of this learning resource does not change from year to year. Based on interviews conducted to the students found that the use of learning resources that do not vary causing tired and bored students in coursework. Boredom experienced hamper their students to think creatively so that they are solely concerned with teaching materials and discussion are given a lecturer at the lecture. Learning patterns like this resulted in students not being able to solve critical thinking in the implementation of the course.

Saturation of students to use learning resources that do not vary resulted in low student motivation to learn. It also affects the learning outcomes of students in the course of Management Information Systems. Here is the data results of student learning in the form of final grades in the course Management Information System.

Table 1. Final Value of Student Management Information System Study Program Informatics and Computer Engineering

Value	Year 2014/2015		Year 2015/2016	
	Number of Students	Percentage (%)	Number of Students	Percentage (%)
A	2	5,4	4	8
A-	2	5,4	3	6
B+	0	0	4	8
B	5	13,5	8	16
B-	0	0	5	10
C+	2	5,4	5	10
C	4	10,8	5	10
D	18	48,7	11	24
E	4	10,8	4	8
Total	37		49	

(Source: The Administration Prodi)

In Table 1, shows that the percentage of students who score more than 65 (categories A and B) in the year 2015/2016 was 45.3%. Therefore, it can be said that the results of student learning is still low.

Management Information Systems course materials without assistance with learning media can certainly make it difficult for students to visualize concepts that learning. Therefore, it is necessary learning medium capable of expressing the concepts of material management information system.

One media that can be used to overcome the above problems is a computer-based learning media. The use of computers in independent learning is not new but it is one of the technological innovations of education in the development of instructional media that can be relied upon.

Media computer based learning is one of the innovations of learning that can be used to help solve some of the problems faced in the course of Management Information Systems. Media-Based Learning This computer can be run on computers with minimal specifications. In this Computer Based Learning Media presented the lecture material that the student should learn in different forms. Media-Based Learning The computer comes with pictures, sounds and moving images or animation to attract and facilitate the interest of students to learn.

Based on the background of the above problems, researchers interested in conducting research with the title of Media Development at the Computer Based Learning Class in Management Information Systems Study Program Informatics and Computer Engineering University of Bung Hatta FKIP.

METHODS

This type of research that will be done is research and development (Research and development / R & D). R & D is a research method that is used to produce a specific product and test the effectiveness of these products [2]. The products that will be developed in this study is the Computer Based Learning Media in Class Management Information System.

This research aims to develop Computer-Based Learning Media Management Information Systems are valid, practical, and effective in terms of content and construct. This media development procedure using 4-D models proposed by Thiagarajan et al, in [3]. This model consists of four phases, namely the definition phase (define), stage design (design), stage of development (develop), and the

dissemination phase (disseminate) at this stage was not done due to time constraints it is only at the stage of developing a course. In this study only done three stages, namely the definition phase, design phase and the development phase. More research design can be described in the following procedures.

This phase is done in order to see the picture of conditions on the ground with regard to the learning process at the Police Staff College Management Information Systems FKIP Bung Hatta University, then analyze the problem. The process is carried out as follows.

1. Analyzing the syllabus aims to determine whether the material taught is in conformity with the standards of competence and basic competences subjects.
2. Analyze textbooks Management Information System, to see the contents of the book conformity with the standards of competence and basic competences which must be accomplished students. The books have been suitable to be used as a reference for drafting and sample questions and exercises in the media that will be developed.
3. Review the literature related to the development of Computer Based Learning Media.
4. Study the characteristics of students to facilitate compiled language level in Media and lurch about.
5. Interviews with colleagues and students that aims to identify the problems / obstacles are encountered in the field with respect to the course of Management Information Systems.

Design

The results of the definition phase is used at the design stage. At this stage, what to do is design a Computer Based Learning Media Management Information Systems. Computer-Based Learning Media contains standards of competence, subject matter, a summary of the material, sample questions, exercises guided, and a bibliography. Media presentation of the material can be done in several meetings that have been adapted to the syllabus.

Development

At this stage the action taken is the stage of validating. This validation phase there are two kinds used in this medium, is as follows:

1. The validity of the content, ie whether the media has been designed according to the course syllabus.
2. The construct validity, ie the suitability of the components of the media with the indicators that have been set.

Media that has been designed, consulted and discussed with experts materials Management Information Systems and Educational Technology

experts. Advice from experts is used to enhance the Media. Validation activities carried out in the form of charge sheet validation of Media and Media discussions to obtain valid and feasible for use. The aspects that are validated can be seen in Table 2.

Table 2. Results of Validation Aspects of Learning Material in Media

No	Aspect Validated	Validator		Tot	Average
		1	2		
1	1	2	3	4	5
1	The material presented in accordance with the competency	5	2	7	3,5
2	The concepts outlined in the material reinforced with pictures	5	4	9	4,5
3	Presentation materials have been provided an opportunity for students to find their own concepts and principles learned	5	4	9	4,5
4	The material has been presented with a systematic sequence	5	4	9	4,5
5	The material has been formulated by the steps of making media	5	4	9	4,5
6	Video tutorials relevant to the material presented	5	4	9	4,5

RESULTS AND DISCUSSION
Development results

Development of computer-based learning media for the course Geometry space development model Intruksional Development Institute (IDI) have the following result. The results of the analysis phase of the face-back (Front-End Analysis) Media computer based learning is designed based on the analysis front-rear. This activity started from conducting interviews with colleagues, analyzing the course syllabus geometry of space, to analyze the reference book Management Information System, review the literature on teaching material management information system and study the characteristics of students. Here are described the results of the analysis of the rear face, namely:

Conducting interviews with peers

Interviews with colleagues (lecturers courses Management Information Systems) aims to find out the problems / barriers / to any phenomenon encountered in the field with respect to the course of Management Information Systems. From the interviews, it can be concluded the students do not understand the concept of the course. This is because a lot of abstract concepts. In addition, students are less motivated to seek reference materials regarding the material being studied.

Analyzing the course syllabus Management Information System

Based on the analysis course syllabus Management Information System, it is known that the material being taught too dense but less depth. Less profound understanding of cause students difficulties in understanding the next material. Therefore we need a media that is packaged in such a way so as to present material that is so in the setting of interest. One medium that can be used is the instructional media based computer.

Analyze and reference books meriview Management Information System

Analysis of reference books that do aim to see whether the contents of the book are in accordance with competency in the syllabus. Textbooks analyzed are textbooks that have been used in the lecture is the Management Information Systems Media Information Systems and system development books. In addition, the analysis also made reference books to see the contents of the material, especially material within the Management Information System related to how the material is presented, exercises and tasks according to the course syllabus. After the reference book Management Information System were analyzed, then reviewed a medium of learning in accordance with the syllabus developed.

Study the characteristics of students

According to Kemp (1994: 61) at the beginning of the planning is very important to pay attention to the characteristics, skills and experience of the students either on a group or individual. In order for learning media are developed in accordance with the needs of students, researchers studied the characteristics of students to make observations.

Based on observations and data collection has been done, it is known that the students of Educational Informatics and Computer Engineering University of Bung Hatta FKIP backgrounds middle school different. In the academic year 2015/2016 the percentage of high school students from majoring in science is as much as 61% and as much as 2% IPS. MAN dai students from majoring in science is as much as 32% and as much as 2%, while the IPS students from SMK is as much as 3%. The background of the high school students of the course will affect the initial ability, learning and motivation of students in the lecture Management Information System. Textbooks used has not been able to become a learning resource that facilitates students with a background in high school different.

Based on the observations that have been made in the lecture during this time, it is known that outline the characteristics of student learning in

the lecture Information Management System is as follows.

1. Student's easy to forget the concepts learned if the student does not make sense of the material it receives. Sources used for this study did not facilitate the students for meaningful learning.
2. Students self-learning difficulties with learning resources are limited.
3. Students who listen and respond and can solve problems associated with the materials provided lecturers are students with high academic ability.

The results of the analysis of student characteristics PTIK UBH be behind the need for the development of a medium of learning. Development of computer-based learning media can facilitate students to become actively involved in menaknai material studied so that what is learned is not easily forgotten. This certainly can trigger the emergence of student independence in learning.

Results of Product Design
The results of the analysis phase of product design are used to design computer-based learning media.

Phase Validity of Computer Based Learning Media
At this stage of designing computer-based learning media by using the software Lectora. Lecture material on this media covers the basic concepts of Information Management System to the development of information systems.

Media computer-based learning has been further validated by a validator designed. Validation of computer-based learning media is done by two people validator. computer-based learning media declared invalid after a series of discussions and improvements. The first validation activities conducted on May 30, 2016 at the expert eye of Management Information Systems and linguists. A summary of the results of discussions with the validator can be seen in Table 4.

Improvements made adjusted with the advice given on the validator. Further validation activities carried out at different times (adjusted to the willingness validator). This activity is conducted to discuss with the validator about the improvements that have been made. Discussions with the validator related to the improvements made to get the result that computer-based learning media has valid and can be used at trial.

No	Nama	Position / Focus	Suggestions
1	Karmila Suryani, S.Kom., M.Kom	Lecturer of the course of IT-based Learning Media Studies Program PTIK	1. Standards of competence replaced with core competencies 2. Basic competence is replaced with supporting competency 3. The size of the buttons is reduced 4. Create a bypass button
2	Iga Setia Utamai, S.Pd., M.Pd.T	Lecturer of the course of IT-based Learning Media Studies Program PTIK	1. Still no text on the materials unreadable 2. The duration of the animation is too fast 3. Check typing sentences 4. Fill overcrowding

Data validator assessment questionnaire results are described and analyzed qualitatively and quantitatively. Here are described the results of validation of computer-based learning media has been designed.

Aspects of Materials in the media
The results of the validation aspect of the material in computer-based learning media can be seen in Table 5. Table 5 shows that the average assessment of the media validator designed ranges> 3.20. According Muliyardi (2006: 82) when the mean-value validation results> 3.20 then learning media categorized as very valid. The results of computer-based learning media validation illustrates that the material presented in accordance with the competence to be achieved. The material has been formulated by the steps of making computer-based learning media so as to provide opportunities for students to find their own concepts learned. This is supported by a systematic presentation of material and the presence of video tutorials that are relevant to the material presented.

Table 5. Results of Validation Aspects of Learning Material in Media

NO	Aspect Validated	Validator		Tot	Avera ge
		1	2		
	1	2	3	4	5
1	The material presented in accordance with the competency	5	2	7	3,5
2	The concepts outlined in the material reinforced with pictures	5	4	9	4,5
3	Presentation materials have been provided an opportunity for students to find their own concepts and principles learned	5	4	9	4,5
4	The material has been presented with a systematic sequence	5	4	9	4,5
5	The material has been formulated by the steps of making the media	5	4	9	4,5
6	Video tutorials relevant to the material presented.	5	4	9	4,5

Aspects of Presentation In the Media

The results of the validation aspect of the presentation in the media can be seen in Table 6 below.

Table 6. Aspects Validation Results Presentation in the Media

N O	Aspect Validated	Validator		Tot	Avera ge
		1	2		
	1	2	3	4	5
1.	Primary and special competencies and media guide has been presented clearly	5	2	7	3,5
2.	In the writing of concepts and terms formulas that exist in the media have presented clearly	5	4	9	4,5
3.	Presentation materials have been phrased ideas to be conveyed	5	3	8	4
4.	Presentation materials has led to the formation and understanding of the concept	5	4	9	4,5
5.	Presentation materials have been actively involved students find the concept independently	5	4	9	4,5
6.	Presentation of clear images with varying colors	5	4	9	4,5
7.	Media have presented the problem formulation which will be the focus for students in making discoveries	5	3	8	4

In Table 6 shows that the average assessment of the Media validator designed ranges> 3.20. According Muliyardi (2006: 82) when the mean-value validation results> 3.20 then learning media categorized as very valid. The results illustrate that media validation media elements such as core competencies, special competencies and instructions for use are presented clearly. Presentation materials have been actively involved students to discover concepts independently. In addition, the presentation of vivid images with varying colors.

Aspects of language and legibility on media

The results of the validation aspects of language and legibility of the media can be seen Table 7 below.
In Table 7 shows that the average assessment of the media validator designed computer-based learning ranges from> 3.20. According Muliyardi (2006: 82) when the mean-value validation results> 3.20 then learning devices categorized as very valid. The tests illustrate that the use of the phrase in the media in accordance with the rules of language Indonesia good. Phrase that is used to engage students the ability to think logically because it has been adapted to the level of student understanding and capacity legibility. This is supported by the presentation of the media is giving a double meaning.

Based on the validation results, it can be concluded that computer-based learning media has been designed still has shortcomings which experts say will lead to the user in this case the students do not understand the material displayed. Deficiencies in computer-based learning media will become a reference to improve the computer-based learning media.

Table 7. Aspects of Language and Readability in Learning Media

N o	Aspect Validated	Validator		Tot	Ave rage
		1	2		
	1	2	3	5	6
1.	Sentences are used in accordance with the rules of Indonesian	4	3	7	3,5
2.	Sentences that are used involve logical thinking ability of students	5	3	8	4
3.	The structure of the sentence in accordance with the level of student understanding	5	4	9	4,5
4.	The shape and size of the letters on the media in accordance with the learning capacity of students legibility	5	4	9	4,5
5.	Sentences that are used in the presentation of media does not give a double meaning (ambiguous)	5	4	9	4,5

CONCLUSION

The development of research products for the lecture is a Learning Media Management Information System is a material Students' Study Program Informatics and Computer Engineering University of Bung Hatta FKIP that can be used for tuition one semester. Media consists of 12 meeting namely Basic Concepts of Information Systems, Computer For Information Systems, Database Management System (Database), Device Modeling System, Process Systems Analysis, Overview of System Development, Policy and Planning Systems, System Analysis, Design System General / System Design, System Selection, Implementation and Application Development E-Commerce. Media developed through the definition phase (define), stage design (design) and stage of development (develop). Validity of Computer Based Learning Media has been assessed by validator skilled in the art, including the design field of Computer Based Learning Media Management Information System and language and readability are experienced in learning. So the lecture Computer Based Learning Media's Information Management System meets the criteria valid.

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A DISCOURSE ANALYSIS OF JAFAR SHAHIH,
A GENERAL SECRETARY OF ICMI: SPEECH ACT APPROACH

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ABSTRACT

Indonesia have faced pornography crimes in these previous years and most of the victims are children. The one of problem that cause this problem is, in this era of technology, our children are freely to access any sites, including Youtube and Google (which are not all of the content is safe for children) with using their own mobile-phone, without any supervision from their parents. Based on the incident that appeared many times in Indonesia, Jafar Shahih, a general secretary of ICMI, suggest the government through his speech in media to block Youtube and also Google, to prevent more child-victims from similar cases. This suggestion is to prevent more child-victims from pornography crimes in Indonesia. This speech make cons and pros in Indonesia, moreover there are many people who utilized these websites to make money. So, from Jafar Shahih's speech, then in this paper, the writers want to examine the intention using Speech Act theory by John Searle in 1969. The result shows that among five categories, there are three categories that implied in ICMI statement; Assertive; Directive; and Commissive. The commissive category of speech act also clarify the implication of Jafar Shahih's statement that ICMI has enlightened many proves to convince the government about their actions. Thus, the other categories, such as; expressive and declaration are not appeared in this statement. From the result, the writer concludes that ICMI wants to convince, especially the government, to make the action refer to the pornography cases that happened recently. They also want to convince the environment to support their action.

***Keywords**: discourse analysis; speech act; ICMI*

Nowadays, internet is one of the most important things in people lives. Internet serves us everything in just a blink of eyes. We can search anything, either news, the latest fashion items, watching video, movie, or listening to music. Internet makes everything easier to find. It is like a gift in this era for everyone. It is supported with many programs or website that we can use based on our needs, such as Google, and Youtube to search any information, and search videos and songs that we are interested. There are also Gmail and Yahoo which provide the email services, and makes people can send messages immediately. This technological advance makes everything should adapt with the situation. The newspaper publisher, nowadays, also serves us with their news website, which makes us easier to know the latest news around the world.

Beside all of the advantages that we can get from internet, there are also the disadvantages. As people can search anything that they want, some people use this advantage to the bad purposes. For example; to watch, download or even upload pornographies. Due to this case, everyone should have a 'self –filter' to limit ourselves from what kind of information and things that we can accept and what is not. Unfortunately, not everyone is having that 'self-filter', since everyone can access everything in internet, included our children. They still don't know what is good thing and bad thing that we supposed to not

access from the internet. In 2011 and 2012, Unicef has been conducting a research concerning the use of internet by children in Indonesia which involved 400 children and adolescents from urban and rural areas in 11 provinces and it was reported that around 80% of our children are using the internet to look for data and information, to meet friends online (70%) through social media, and the rest of it (65%) are using internet to music and 39% to access video sites (www.unicef.org). Recently, pornography in Indonesia is being highlight for the government. The errors in the use of internet by children has been the concern of the government, since nowadays, many cases of pornography which caused by them. According to *KPAI* (a government organization which concern to protect Indonesian children) based on their website www.kpai.go.id, since 2011 until 2014, the amount of child victims of pornography and cyber-crime is about 1.022 children, with details 28% of children-victims in pornography, 21% children who access the pornography, children prostitution in 20%, 15% of children who being the object of pornography videos, and 11% of sexual abuse victims.

Based on the apprehension of these cases, *ICMI* (a religious organization) asks the government to block two websites from the internet, Google and Youtube to reduce the number of children-victim in pornography. Absolutely, the act of ICMI got many reactions from the environment. Some people are agreed with them, while the other is not.

In this paper, the writer wants to dig deeply about the intention of ICMI statement with using Speech Act theory. Based on Cicognani and Maher (2006) Speech Acts (SA) are utterances which contain information needed to assert and perform actions. There are, at least six purposes of Speech Act; the first one is to convey info; to request info; to give order; to make request, to make threats, or to give warning. Based on Searle (1979 cited in Smith, 1991) there are five categories of Speech Act: Assertive; Directive; Commissive; Expressive; and Declaration. The writer will analyze the statement with the five categories of speech act and put them according to the category, in order to know the intention of the statement based on the category that belongs to it.

DISCUSSION
THEORETICAL FRAMEWORK
Speech Act

Speech act theory originates from Austin's (1962) observations that while sentences can be used to report states of affaires, the utterances of some sentences in specified circumstances must be treated as the performance of an act. John Austin (Austin, 1962 stated in Cicognani and Maher, 2006) in his book "How to do things with words" is the first to introduce the idea of Speech Acts (SA), analyzing the relationships between utterances and performance. Speech act is explained as an identification of the present speech situation with the speech situation indicated by the performative sentence. According to Austin (1962, cited in Masaki, 2004) performative sentences are those uses of language, often involving some ritual aspect, which are themselves a kind of action and whose very utterance brings about some result. Performative utterance is not a matter of being "true" or "false" which are believed to be the characteristics of description and statement.

According to Austin (1962 cited in Oishi, 2006) it usually appear in the first person, and use the simple present tense, indicative (I promise I'll come tomorrow). Speech Acts are not descriptive; instead they are pronounced to affect an actual situation; they usually do not refer to past events. A speech act is the action performed by language to modify the state of the object on which the action is performed. It represents an action effectively fulfilled by a sentence:
- I name this ship the Queen Elizabeth
- I pronounce you husband and wife

Austin presents two kinds of utterances: constative and performative. Related with Performative sentences, he also proposed the concept of illocutionary acts, locutionary acts and perlocutionary acts. Austin (1962 cited in Negargar and Negargar, 2004) states that a locutionary act which is the act of saying or as Cook (1989) discusses the formal meaning of the words is the locution; an illocutionary act which is an act performed in saying something, and a perlocutionary act which is the act performed by or as a result of saying. To conclude, Austin (1962) presents five general classes of illocutionary forces of utterances, including verdictives, exercitives, commissives, behabitives, and expositives.

Searle (1965, cited in Cicognani and Maher, 2006) a one time student of Austin's, also focus on the speech acts theory. Based on him, speech acts are acts characteristically performed by uttering expressions in accordance with certain constitutive rules. He critiques Austin's taxonomy of performative verbs and proposes an alternative taxonomy with the following categories:

- Assertive: to commit the speaker to something's being the case, to the truth of the expressed proposition (e.g.: I warn you that the bull is about to charge; It is cold here)
- Directive: attempt by the speaker to get the hearer to do something (I warn you to stay away from my house!; Please give that to me)
- Commissive: to commit the speaker to some future course of action (e.g.; I promise that I'll come tomorrow; I promise to return)
- Expressive: to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content (e.g.: I thank you for paying me the money; I congratulate you on winning the race, I am sorry to hear that)
- Declarations: successful performance guarantees that the propositional content and reality correspond to the world (if I successfully perform the act of appointing you the chairman, then you are the chairman; or "I declare: your employment is (hereby) terminated").

Vershcueren (1999 cited in Negargar and Negargar, 2004) also states an orthodox speech act theory suggests that all speech acts, in any language in any part of the world fall into five categories:
- Assertive: expressing a belief, making words fit the world and communicating the speaker to the truth of what is asserted (e.g., statements such as We went down to Como).
- Directive: expressing a wish making the world fit the words, and counting as an attempt to get the hearer to do something.(e.g., requests, such as Please, go down to Como with me, or orders, such as Go down to Como tomorrow!)

- Commissive: expressing an intention, making the world fit the words and counting as a commitment for the speaker to engage in a future course of action. (e.g. promises, such as I promise to go to Como, or offers such as We offer you the job of official tourist guide for the city of Como)
- Expressive: expressing a variety of psychological states, having no direction of fit between words and world, and simply counting as an expression of a psychological state. (e.g., apologies, such as I'm terribly sorry, or thanks such as We greatly appreciate what you did for us.)
- Declaration: not expressing any psychological state, making both the words fit the world and the world fit the words, and the point of which is to bring about a change in institutional reality. (e.g., baptizing, abdicating, and declaring war).

ICMI

ICMI stands for the Indonesian Muslim Intellectuals Association, according to thejakartapost.com, is a Muslim organization in Indonesia established since 1990 as part of an effort by then president Soeharto to reach out to the country's Muslim community to counterbalance the power of the military. Then technology and research minister, and later president, BJ Habibie was the association's first chairman

According to Wikipedia.com, in 1994, ICMI has at least, 20.000 members who spread all around Indonesia, and consist of Indonesia Muslim professionals, such as scientists, economists, educators and scholars. By 2015, Jimly Asshiddiqie was pointed to be the organization's new chairman who elected through the national congress of the Indonesian Muslim Intellectuals Association (ICMI).

Recently, the secretary general of ICMI, Jafar Hafsah has asked the government to block two popular search engines, Yotube and Google, since there are so many pornography cases which caused by the suspect can easily and freely to access pornography things in those two search engines.

As quoted by JakartaCoconut.com, here is the statement of Jafar Hafsah:
"*YouTube and Google tantamount to pornographic content that deserves to be blocked. These sites have been freely spreading pornographic and violent content without control. Google and Youtube have given a negative impact on Indonesia. Some time ago Google and Youtube successfully blocked, erased, and cracked down on news*

and videos on radicalism. Why is it that now Google and Youtube are unwilling to erase pornographic and violent content? I'm sure Indonesian innovators can create search engines like Google and Youtube that are better. With the government's support, of course."

METHOD

Based on the explanation on the introduction, the writer wants to dig the intention of the general secretary of ICMI, Jafar Hafsah statement in press release on Tuesday, June 17th 2016. The writer will use five categories of speech act theory based on John Searle in 1969 (as cited in Norton, 2000). Searle proposed five categories of speech act, as the writer states in the theoretical framework;
- Assertive: to commit the speaker to something's being the case, to the truth of the expressed proposition (e.g.: I warn you that the bull is about to charge; It's cold here)
- Directive: attempt by the speaker to get the hearer to do something (I warn you to stay away from my house!; Please give that to me)
- Commissive: to commit the speaker to some future course of action (e.g.; I promise that I'll come tomorrow; I promise to return)
- Expressive: to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content (e.g.: I thank you for paying me the money; I congratulate you on winning the race, I am sorry to hear that)
- Declarations: successful performance guarantees that the propositional content and reality correspond to the world (if I successfully perform the act of appointing you the chairman, then you are the chairman; or "I declare: your employment is (hereby) terminated").

RESULTS AND DISCUSSION
"YouTube and Google tantamount to pornographic content that <u>deserves</u> to be blocked."

This statement is contain with the directive category which expressed by the word "deserves".

"<u>These sites have been freely spreading pornographic and violent content without control</u>. Google and Youtube have given a negative impact on Indonesia."

This statement is contain with assertive category, because in this statement, the speaker wants to reveal the truth and to flatten to the public that it is the reason behind the pornography cases through the statement underlined.

"<u>Some time ago Google and Youtube successfully blocked, erased, and cracked down on news and videos on radicalism</u>. Why is it that now Google and

Youtube are unwilling to erase pornographic and violent content?"

This statement can be categorized also as the assertive category, as the statement above, the speaker wants to reveal the truth of the government's action in the past (the statement underlined).

"I'm sure Indonesian innovators can create search engines like Google and Youtube that are better. With the government's support, of course."

Meanwhile, the last statement is categorized as commissive to the environment about the situation that they will faced if the government can conquer this problem.

CONCLUSION

Based on the analysis above, then the writer can concludes the result of analysis.

According to Searle's five categories of speech act, we can summarize the statement of ICMI as follow. In the statement of ICMI, is contain with three categories of speech act; Assertive; Directive; and Commissive. If we refer to the explanation of those three categories of speech act, then we can formulates the conclusion that in their statement, ICMI wants to convince, especially the government, to make the action refer to the pornography cases that happened recently. They also want to convince the environment to support their action. The commissive category of speech act also clarify that ICMI has enlightened many proves to convince the government about their actions. Thus, the other categories, such as; expressive and declaration are not appeared in this statement.

The Searle's categories of speech act can help us to reveal the intention of somebody's statement.

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EDUCATIONAL INSTITUTIONS IN CONTAINERS OF CHARACTER DEVELOPMENT NATIONS CHILDREN

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ABSTRACT

The formation of the character of the nation is very important, the formation of the desired character are traits psychiatric ahlak or character that distinguish one person to another, or significant congenital, heart, soul, personality, character, behavior, personality, character, temperament, temperament , character. Indonesian nation with a human resource crisis of character. The purpose of character development is in order to get good human is a person who tried to do the best things to God Almighty, himself, fellow human beings, the environment, state and nation, as well as the international community at large to optimize the potential (of knowledge) on him and accompanied by consciousness, emotional, and motivational. Institutions are as container or device that serves to establish and build character Nations Children. National Education serves to develop the capabilities and form a nation's civilization karater and useful in the context of the intellectual life of the nation. While the purpose of National Education is to develop students' potentials to become a man of faith and fear of God Almighty, the noble character, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible. Indonesia is currently the nation's very, very requires human resources in large quantities and quality, as the main supporter of nation building. In the end the nation's human resources in Indonesia able to competence internationally.

Keywords: educational Institutions, the characters development.

Indonesia is a great nation because it is supported by some positive facts such as a very strategic geopolitical position, natural resources and biodiversity, social and cultural pluralism, and a large number of population. Therefore, Indonesian has a big chance to become an advanced, fair, prosperous, sovereign, and dignity. However, there is a national problem as an obstacle in making all the dreams come true, there is the formulation of nation character. The formulation of nation character is the main problem in education, except being a part of establishing the children' morals, character education is expected to become the main foundation in supporting Indonesia Emas 2025. In the Constitution No. 20 in 2008 about National Education System in Article 3, it is stated that the national education has a function to develop the ability and form the characters and civilisations of dignity in order to educate the life of the nation. Education is the backbone of the character formation strategy.

Education is the most important thing to form the children' personality and characters. Education is not always derived from formal education such as school or college. Informal and non formal education have the same role in building the children'character. We can see three differences of educational institutions model in the National Education System Constitution No. 20 in 2003. It is stated that formal education is the path of structured and hierarchical education which consist of basic education, secondary and higher education.

While the non formal education is the path of education outside the formal education that could be implemented by structure and hierarchy. Informal Education unit consists of course institution, training institution, learning group, learning center community, majelis taklim, and others. Moreover, the informal education is family and the environment education path. Informal Education activities done by looking at the three types of education above, there is a tendency that formal education, informal education, and non formal education that separate one another. They do not support each other in increasing the character personality formation and children or students' character (Suyanto and Hisyam, 2000).

The objective of this study as follows: 1) to find out and understand the definition of the character education, 2) to find out and understand the institution as character development center, 3) to find out the effects of education character

Based on the problems above, the author formulated the formulation of problems as follows: 1) what is the character education?, 2) how the role of the education institution as the center of character building of the nation?

The writer used bibliographical method, finding out the book or media as the source, both conventional and electronic.

DISCUSSIONS

The Definition of characters and Character Education

The Essence of the Characters

According to Simon Philips in the book "Pembentukkan Karakter Bangsa" (2008), the

character is a group of value which leads to a system that underlies the displayed thinking, attitude and behavior. Otherwise, Schwartzman (2007) stated the character is the same as the personality. The personality is as characteristic, style, or peculiar from someone who comes from the formulations that were received from the environment; family environment in childhood time or has been formed since that person was born."

Characters based on Kamus Besar Bahasa Indonesia (2008) is the attributes of the psyche, morals or outstanding traits that distinguish one from the others. So the character is a unique value in or as a reflection of theirselves. The overall character is reflected from the thinking results, heart, and feeling. Character is also often associated with the term, what is called by tempramen which gives more emphasis on psychosocial definition, associated with the education and environment context. According to Wynne in Muyasa. 2011, character is derived from the Greek which means "To Mark" (Mark) and focuses on how to apply the goodness values goodness in the real action or daily behavior. Koehler and Royer (in Lestari, 2009) explained the characteristics of the characters as follows; (1) have a concern for other people and open to the experience from the outside, (2) can manage emotions consistently, (3) have social responsibility awareness and accept without reward, (4) perform actions that true even though there is no other people who see, (5) have the strength from inside to achieve harmony with the environment around, (6) Develop the appropriate personal standards and act consistently with the standard.

Character Education

Education is an effort that has been done consciously and deliberately to change the behavior of human beings individually and groups to be mature man through the teaching and training efforts (Sugihartono, et al, 2007). The function of education is regulated in Article 2 of Constitution No. 20 in 2003 Article 3; to develop the ability and help the characters and nations' civilisations of dignity in order to educate the life of the nation. There are three large institutions as the development center of the nations' character, namely; formal education institution (school), informal institution (family) and non formal institution

(citizen). According to Siswoyo (2007) education is a dynamic power in each individual life that affects the physical development, the power of his/her soul, social and his/her morality. Education points on an action or experience that have the influence that related to the growth or the development of the mind, character, or physical ability. (George F. Kneller; in Siswoyo, 2007).

Education is the process of cultural internalization into the individual and the society to make them become civilised. Education is not only as a means of knowledge transfer, but more broadly as the means of civilizing and distribution (enculturization values and socialization). Children should receive the education that touches the basic human dimension. The humanitarian dimension includes at least three most fundamental things, namely; (1) affective that is reflected on the quality of the faith, piety, high standards moral including trait, superior personality, and aesthetic competency; (2) cognitive that is reflected on the thinking capacity and intellectual power to explore, develop and dominate science and technology; and (3) psychomotoric that is reflected on the ability to develop technical skills practical skills and competencies kinesthetic. Ki Hajar Dewantara from Taman Siswa in Yogyakarta October 1949 said that "Life must be directed at the progress of civility, culture and unity". Meanwhile, according to Prof.Wuryadi, basically human being is good for individuals and groups, have what to form the characters those were basis and teaching. The basis can be seen as what is called the biological capital (genetics) or the result of prior knowledge (construktivism theory), while the learning is the condition that is obtained from a series of education or changes that are planned or program.

Based on the fact and public perception about the quality of the attitude and moral degradation of children or the young generation in this country, then the demands for curriculum changing were developed, it becomes a must to have a curriculum

that promotes the need to build the character of the nation. In order to make it comes true, It is required to be able to form the characters students through education characters. Character education is a system of planting the values of the characters to the schools which covers the components of the knowledge, consciousness or the willingness and actions to implement these values. Character education helps students to find out, love, and do something good (Ryan, 1993; in Sewell, et. Al, 2003). According to Berkowitz, character education is an effort of the school to increase the capacity of the students to be critical about reason, motivation and ability to act in accordance with the values and principles of ethics. Moreover T. Ramli (in panduan pendidikan karakter, 2011)

education characters has the essence and the meaning which is the same with moral education and pe characters; is an effort of the school to increase the capacity of the students understanding to critically reason, motivation and ability to act in accordance with the values and principles of ethics. According to T. Ramli (in education guide characters, 2011) education characters have the essence and the meaning of the same moral education and behavior education. The aim is to form a child personality to be a good person for society and country.

The Role of Educational Institutions in Building the Character of the Nation

In everyday life we often hear the term institutions. Usually the word is related to the organization, social society, formal and informal. Some of the words are indeed, have relevance to one another. No one can run this function in daily life if an institution only stands alone without any attachment which is as the institutional elements (Saharuddin. 2001). The institution is a set of norms correlation, their beliefs and real value which focus on social needs and a series of actions that are important and repeatedly. Hendropuspito prefers to use the word "institution" than organization. He said the institution is a form of organization that is still made up of behavior patterns, roles and relation as a way that binds to achieving social needs basis. Sulaiman. Taneko. 1993. Institution is a series of the norms and behavior that already stand (used) for a specified period of time (which is relatively long) to reach the meaning or the purpose of the collective value (together) or other meanings that social value. From the definitions above, it can be concluded that the institution is not only organizations that have the office only but also the rules that exist

in the community . Then the institution comes to meet the needs of one group of people and not the needs of individuals. The human instincts that need other people to interact will create social action, social behavior in groups will create an institution that meets the needs of the person. It is also for other institutions that present around in their own community.

Educational institution is the institution or place where education process or the teaching learning is done with the aim to change the behavior of the individual to a better direction through the interaction with the environment. According to KBBI, the institution is the origin, original form, of a science organization. The institution in English called *intitue,* i.e. the means or the organization to achieve a particular purpose.

Simply, education often interpreted as one of human efforts in character and personality building in accordance with the norms and values in society. Furthermore, education itself can be interpreted as a run business or carried out by individuals or groups of people to become an adult and reach a higher standard of living and focused. Umar Titahardja and La Sula explained that the educational institution is a place where specific educational process runs on the main environment; family, school and the citizen. Abu Ahmadi and Nur Uhbiyati : educational institution is a moving business and responsible for the convening of education which is run by educators and learners.

Hasbullah proposed that the education institution is the place where an educational process takes place simultaneously with the process of culture. So, educational institution is a place or the compartment where the process of education is carried out with the aim to change the behavior of a person to a better direction through the interaction with the environment as well as insights and knowledge gained. Educational Institutions can be categorized that consist of formal education institutions (schools), informal (family) and non formal (citizen) and their respective institutions have an important role in building the character of the nation as human resources who have supplies in the face of the era of MEA.

Informal Education Institutions (Family)

The most important education for children is the education in the family. Family education has a very great influence on the formation of the character and becomes the main key in the form of the children to become good personal. A child that educates by parents with affection and compassion will feel appreciated and needed, he/she will have compassion on his family so that will be created the condition of mutual respect and help one another. The condition is very supports the development of

children because parents are the main role in the growth and development of children.

In the family that fulls of compassion, creates the price of a child because he/she fells valued, loved and accepted as a human being. By appreciating and respecting, we can also appreciate other people. The family that applies family education can produce children who have good personality. Therefore, education in the family must be a strong foundation in building the personality of a child.

Formal Education Institutions (School Environment)

The school environment is the second education after the family. Teachers become media educators and source of information for students in transferring knowledge in accordance with the expertise. The teacher's roles are giving a help, assistance, motivation and tasks to children to train discipline so that children have the responsibility to complete the task. The school sites more emphasized the lesson of discipline, responsibility and adherence to the rules and norms that apply in the community environment so that the children can put themselves wherever they are and how a good attitude, polite and cordiality to anyone especially to the older.

Nonformal Education Institutions (Society Environment)

The society environment also has an important role in the development of students because of it can provide a picture of how societal life. Students interact directly with the society so that they can assess the child whether he/she is educated or not. By education in the children' mind embedded knowledge that made him to find new things that had never existed before so that they can promote themselves and can be used with the wise man. In addition, education can also instill positive things since early against the students. View the current conditions, students as the young generation successor of the nation is expected to develop knowledge to keep pace with other nations and that is not easily enslaved and exploited by the other party. However, only educated alone is not enough to build a personalised quality. Educated man with high IQ genius alone does not guarantee the progress of his people if they do not have a good character, even may even be used to destroy the nation for personal gain. Without building character education, a person will grow up to be someone who may only clever, but poor spiritual and emotional. The education process without accompanied the development of characters, just as a means of

training and shaping the brain, while the behavior and moral neglected. Education basically aims to help people become smart and clever and become a good and wise man.

To make a human being becomes clever and smart is not difficult, but to make a person to become a good and wise is not easy thing to do even can be said to be very difficult. The moral quality of the young generation when this could be said to decline, because that is the need to held education character that includes moral education, education values of life, religious and Outstanding traits in each education institution. The character is the individual behavioral patterns. According to Williams and Schnaps (1999), the meaning of the character education is all the efforts made by members of the schools and even carried out together with the parents and the community to help the children and adolescents in order to have the nature of matter, steadfastness and responsible. According to Lickona, there are seven reasons that education character must be delivered namely: 1) the best way to ensure the students to have good personality in life, 2) wow to improve academic achievement, 3) some of the students could not be formed a strong character in another place, 4) prepare students to respect others and live in the community, 5) starting from the social moral issues such as violence, sexual violations, lasciviousness, dishonesty and work ethos that low, 6) the best preparation to meet the behavior of working venues, 7) teach cultural values.

CONCLUSIONS

Indonesia is a nation that is great because it is supported by a number of positive facts are very strategic geopolitical position, natural resources and biodiversity, socio-cultural pluralism, and a large population. Thus forming the character of the nation is very important, the formation of the desired character are traits psychiatric ahlak or character that distinguish one person to another, or significant congenital, heart, soul, personality, bud character, behavior, personality, character, temperament, temperament, character. Institutions are as container or tool to shape and build character Nations Children's, because the National Education serves to develop the capabilities and form a nation's civilization karater and useful in the context of the intellectual life of the nation. Educational institution as a place of character formation can be classified as follows: 1) formal education (schools), 2) informal (family), 3) non-formal (community) and each of these institutions have an important role in building the character of the nation as a resource people who have a stock in the era of the MEA.

Recommendations

The government should always monitor or supervise the education world, because of the state of the world can advance education and education for the State also be destroyed, when education has been misused. In addition to teaching, a teacher or a parent also must pray for the child or his pupils to become better, the teacher should give a sense of security and safety to every learner in the lead times of learning, because if not all of the lessons in live protégé will be in vain.

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ENGLISH CURRICULUM IN INDONESIA:
TEACHERS' PERCEPTIONS

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ABSTRACT

For the last decade, there are three curriculums which have been implemented in Indonesia education system namely curriculum based competence, school based curriculum, and 2013 curriculum(Syahmadi, 2014). The changing of curriculum is expected to improve the quality of education in Indonesia. However, the changing of curriculumtriggers reaction from teachers as curriculum implementer. Therefore, this paper aims to present teachers' perceptions toward English curriculum in Indonesia.A descriptive qualitative method is used in this research. The data are collected through questionnaire and interview. The result of this study is expected can give enlightenment to a better education quality in Indonesia.

Keywords: English curriculum, teachers' perception

Curriculum in Indonesia keeps changing. It is because that curriculum should be revised continuouslyso it will be remained relevant in ever changing world (Alwasilah, 2007).In addition, the changing of curriculum is expected to improve the quality of education in Indonesia. Moreover, curriculum is expected to restore the character education and students' creative thinking (Alwasilah, 2013).

2013 curriculum was firstly launched in 2013 and. 2013 curriculum is an improvement of the previous curriculum. The differences between 2013 curriculum from the previous curriculum is a change of teaching learning focuses. In 2013 curriculum, there are three competences include skill, behavior, and knowledge which should be integratedin the teaching and learning processes (Syahmadi, 2014). This curriculum also focuses on students 'centered. As result, it influences the teaching methods which emphasize on students' critical thinking development.

Curriculum cannot be separated from teacher and teaching and learning process. In education system, teachers play an essential role in the successful implementation of curriculum (Richards, 2001). How the teachers interpret the curriculum and derive it in the teaching and learning process is influence the achievement of teaching goals. Therefore, teachers' perceptions toward curriculum are very important to be considered as an evaluation to recent curriculum.

2013 curriculum as recent curriculum prepares the learners not only to develop their cognitive skill but also their soft skill such as their characters and creativity. It is compulsory for the students and teachers to have good characters and behaviors to have successful education (Suherdi, 2012). Different from previous curriculum, 2013 curriculum is started by determining the standard of passing competence (SKL). Then, it is specified into core competence (KI).

In the teaching and learning process, 2013 curriculum is focused on process rather than goal. There are some possible methods which can be applied in the teaching and learning processes. One of them is scientific approach. Scientific approach emphasizes that the students need to know "what"" (aspect of knowledge), to know "how" (aspect of skill), and to know "why" (aspect of attitude). There are five steps in scientific approach which include observing, questioning, associating, experimenting, and networking.

Perception is defined as an active process that people have to act in order to perceive (Baron, 1995). It is also can be defined as the process which the information from sensory receptor needs to be selected, organized, and interpreted (Lahey, 2012). In addition, it is also can be defined as the process of interpreting a stimulus transmitted in the brain (Sperling, 1982). Further, it is explained that there are some factors which influence people's perception such as background of knowledge, previous experience, personal feelings, attitudes, drives, and goals. Perception in this study is concerned with English teacher's interpretation and thought about recent English curriculum in Indonesia.

METHOD

This research employed a descriptive qualitative research design since it focused on the investigation of teachers' perceptions toward English curriculum in Indonesia. This research was conducted in Majalengka. The selection was based on accessibility in terms of permission and location.

Two English teachers served as respondents. The teachers was purposively chosen based on consideration that they have appropriate educational background and many experiences in teaching English for more than ten years. Moreover, they have implemented 2013 curriculum. Therefore, it is assumed that the teachers have good qualification. In collecting the data needed for this research, two instruments were used; they were questionnaire and interview.Data obtained from researchthen transcribed, categorized, and interpreted based on related theoretical framework.

RESULTS AND DISCUSSION

In this part, the findings of teachers' perception toward English curriculum in Indonesia are categorized into four categories: teachers' perception on recent curriculum, teachers' teaching preparation, learning activities, and evaluation of students' achievements.

First, based on the interview result, it is true that the teachers are trained first before the implement 2013 curriculum. The teachers know the basic concept of 2013 curriculum, the similarities and differences between 2013 curriculum and previous curriculum, the strengths and weaknesses of 2013 curriculum. In the teachers' perception, 2013 curriculum is not a totally new curriculum but it is a revision form of previous curriculum. The main difference between 2013 curriculum and previous curriculum is the presentation of learning materials. In the previous curriculum, learning materials are presented separately. Meanwhile, in 2013 curriculum, each skill such reading, listening, speaking, and writing are integrated. The teachers assume that there are some strengths and weaknesses of 2013 curriculum. The strengths are included: 2013 curriculum emphasizes on characters building; evaluation is done through authentic assessment; textbook and syllabus are provided. However, there are some weakness of 2013 curriculum as perceived by the teachers such as assessment in qualitative form makes the parents and students not satisfied; the use of animation picture in the textbook seems to be ambiguous; it is not easy to apply scientific approach in the teaching and learning process; irrelevant test conducted by the government (national examination).

Second, in preparing teaching and learning process, knowing students' need is important to prepare the materials. The teachers agree if syllabus, lesson plan, and textbook are provided by the governmentso they just need to modify and adjust them based on the needs. The teachers do not find any difficulties in preparing the teaching and learning process. However, it will be better if government provide the facilities for the school such as computer and internet.

Third, in the teaching and learning process, the teachers use scientific approach. There are five steps in scientific approach. First, observing, the teachers sometimes use video, pictures or other media which are related to the materials so the students can do the observation. Second, questioning, the teachers encourage the students to propose questions. Third, associating, the teachers develop students' critical thinking through activities which facilitate them to think and analyze. Fourth, experimenting, practices which leadthe students to solve the problem are a part of this step. Fifth, networking, the teachers guide the students to cooperate with their friends.They think that using scientific approach in the teaching and learning process is quite challenging. They also are not sure whether the procedures are right or not. Therefore, they suggest that teacher professional development should be facilitated by the government to enhance their capability in implementing the curriculum.

Fourth is evaluation of students' achievement.Based on the teachers' perception, assessing the students based on 2103 curriculum is not easy to conduct. It is because the process of assessing students should be conducted in authentic or informal or alternative assessment. Thus, the teachers still need to see the guidance and learn how to assess the students in appropriate way. They fully aware that evaluation not only can give a description about their students' progress but also can give a description about what have been done and what should be done by them.

CONCLUSION

Based on the findings of the research, it can be concluded that the teachers have a good basic concept of recent curriculum in Indonesia. However, they think that it is not easy to implement the curriculum which keeps changing shortly. They think that the curriculum should be revised at least after five years. They also suggest that it will be better if the teachers are involved in the curriculum evaluation and development.

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THE ROLE, IMPLEMENTATION, AND POTENTIAL OF ICT IN EARLY CHILDHOOD EDUCATION

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ABSTRACT

This article explained the role and process of developing an ICT strategy for early childhood education. The role and potential of ICT in early childhood education is ICT can be used to early childhood education settings, and comments on the role of ICT with respect to teaching and learning, professional development and teacher education, sector capability, administration, infrastructure, and information management and communications. Computer/ICT use is appropriate for young children's cognitive, physical, social, and emotional development. The role ICT to enrich the early childhood learning environment is: support children's cognitive and emotional development, and the development of social and co-operative skills; assist in the emergence of early literacy and mathematical thinking; "level the playing field" for children with special learning needs; enhance and strengthen relationships between children and adults, facilitate the emergence of "new literacy's" or "multiliteracies" in Children

Keywords: *role ICT, early childhood education*

ICT can be defined as "anything which allows us to get information, to communicate with each other, or to have an effect on the environment using electronic or digital equipment". In early childhood education (ECE), the term ICT could include computer hardware and software, digital cameras and video cameras, the Internet, telecommunication tools, programmable toys, and many other devices and resources.

There are three reasons why ICT matters in early childhood education. First, ICT already has an effect on the people and environments that surround young children's learning. Second, these technologies offer new opportunities to strengthen many aspects of early childhood education practice. Third, there is support and interest across the whole education sector for the development and integration of ICT into education policy, curriculum, and practice. However, there is a clear consensus in the literature that the introduction and use of ICT in early childhood education should be grounded in a clear understanding of the purposes, practices, and social context of early childhood education.

There is a growing recognition of the many different ways that ICT can contribute to, or transform, the activities, roles, and relationships experienced by children and adults in early childhood education settings. The literature indicates the importance of practitioners and other adults in early childhood education settings having guidance and opportunities to become capable, competent, and informed about the educational role and potential of ICT, and support to use ICT to strengthen many aspects of early childhood education practice.

However, in the last few years there has also been a growth in research and descriptive literature about the use of other kinds of ICT in early childhood education, including digital cameras, digital video, closed-circuit television, videoconferencing, programmable toys, robotics, and electronic musical instruments. There is also a growing focus on teachers using ICT with children, or on their own, as a tool to support and scaffold children's early childhood education experiences, to investigate and build learning experiences from children's interests, or to strengthen relationships between children, practitioners, and families.

DISCUSSION
ICT And Young Children

Some authors have expressed the view that computer/ICT use is not appropriate for young children's cognitive, physical, social, and emotional development. However, there is no clear evidence to support this claim, and this view has increasingly been replaced by the view that, when used appropriately, ICT can be a useful tool for supporting young children's learning and development. Most authors note the need for practitioners to be aware of health and safety issues around children's use of ICT, and for these to be attended to in early childhood education centre ICT policies and practices. This includes: attention to children's physical and ergonomic safety; being mindful against children's exposure to inappropriate content (e.g. games or Internet-based material of a violent or sexual nature, or containing undesirable gender or cultural stereotypes); and protection of children's privacy (e.g. in online

environments, or when information is published on the Internet).

Studies suggest that ICT use can provide a context for collaboration, co-operation, and positive learning experiences between children, or between children and adults. However, this will not necessarily happen of its own accord. Research indicates that practitioners must be conscious of the kinds of learning interactions they would like to occur in the context of ICT use (including between adults and children, or between children), and adopt pedagogical strategies to support these. Case studies show how ICT can be used to support aspects of learning, including language development and the development of mathematical thinking. ICT also provides unique opportunities for scaffolding and supporting learning for children with special learning needs, and children from culturally or linguistically diverse backgrounds. ICT provides a variety of ways for children to weave together words, pictures, and sounds, thereby providing a range of ways for children to communicate their ideas, thoughts, and feelings. Good software can allow children to engage in self-directed exploration, and can be tailored to children's individual needs, and assistive/adaptive ICTs can reduce barriers to participation for children with special physical or learning needs.

The Important of ICT in early childhood education

There are three reasons why ICT matters in early childhood education. First, ICT already has an effect on the people and environments that surround young children's learning. Second, these technologies offer new opportunities to strengthen many aspects of early childhood education practice. Third, there is support and interest across the whole education sector for the development and integration of ICT into education policy, curriculum, and practice. These three themes are explored further below.

ICT already affects the people and environments that surround young children's learning

ICT is becoming a ubiquitous component of the physical and social worlds occupied by young children. It is an important part of the private and work lives of most people, including those who support young children's learning and development, whether as parents, family members, caregivers, or early childhood educators. It is often argued in the literature that children's early childhood education experiences should reflect and connect with their experiences in the wider world. Therefore,

ICT matters in early childhood education, because it already has an effect on the people and the environments that surround young children's learning and well-being. There is strong consensus across the literature that it is timely for the role and potential of ICT for the early childhood education sector to be critically examined, to guide future development and decision-making in this area.

ICT offers new opportunities to strengthen many aspects of early childhood education practice

The second reason that ICT matters in early childhood education relates to the opportunities and potential that these technologies offer the sector. These include: a) opportunities to support and enhance children's learning and play experiences; b) opportunities to support and strengthen practitioners' professional learning and development; and c) opportunities to support and strengthen relationships and communication between early childhood centres, parents, and other people connected to the early childhood education setting.

Most of the literature about ICT in early childhood education strongly supports the view that technology on its own should never drive the process of ICT development in the sector (Downes & Fatouros, 1995). Rather, all planning for the introduction and use of ICT by children and adults in early childhood education should be grounded in a clear understanding of the purposes, practices, and social context of early childhood education (O'Hara, 2004; O'Rourke & Harrison, 2004; Sheridan & Pramling Samuelsson, 2003). Brooker (2003) has suggested that, at least in the UK, early childhood education may actually be leading the way in developing best practice in the use of ICT to support positive learning experiences for children.

There is support for the development and integration of ICT into education policy, curriculum, and practice across the whole education sector

There is now a strong focus on the development of ICT policy, and integration of ICT in curriculum and practice across the whole education sector. ICT and "e-learning" have become important concepts in primary, secondary, and tertiary education. In most countries, policy and curriculum support for the development of ICT in the early childhood education sector have lagged behind that given to the school sector (O'Hara, 2004; Sheridan & Pramling Samuelsson, 2003; Stephen & Plowman, 2003). This situation is beginning to change. Some countries, like Scotland, have recently developed ICT strategies for the early childhood education sector (Learning and Teaching Scotland, 2003b). Researchers, academics, and practitioners in early childhood education have also published books, articles, and guidelines which provide information and guidance about ICT in

early childhood, and aim to support early childhood education practitioners to make well-informed decisions and choices about ICT (Downes, Arthur, & Beecher, 2001; NAEYC, 1996; O'Hara, 2004; Siraj-Blatchford & Siraj-Blatchford, 2003).

The delayed attention to ICT in early childhood education presents some advantages for the sector. For example, the growth and development of ICT in the school sector has sometimes been driven by the desire to get more technology and technological infrastructure into schools, without sufficient attention given to the pedagogical purposes for introducing the technology, or the supporting conditions and resources that might enable the technologies to contribute towards better teaching and learning experiences. In many countries, heavy investments have been made in ICT for use by teachers and students but the purposes of these investments have not always been clear or made explicit (Higgins, 2003). While there is evidence from school-sector research that ICT can help pupils to learn and teachers to teach more effectively (Higgins, 2003), research has also uncovered many examples in which the widespread rollout of ICT into schools has done little to improve or transform teaching practice, or students' learning experiences in any meaningful way (Peck, Cuban, & Kirkpatrick, 2002; Reynolds, 2002). The evidence is clear that simply providing ICT equipment to schools or teachers will not necessarily make a difference; what makes the difference is the way in which this equipment and other resources are used (Higgins, 2003).

The early childhood education sector may find useful guidance from some of the school-sector ICT literature. For example, research into effective teacher professional development with respect to ICT (e.g. Ham, 2002), and the conditions that facilitate innovation in the use and integration of ICT in teaching and learning (e.g. Harris & Kington, 2002; Tubin, Mioduser, Nachmias, & Forkosh-Baruch, 2003; Zhao, Pugh, Sheldon, & Byers, 2002) Some of this research will be discussed in Section 6. However, it is also important to recognise the differences between the two sectors, and to recognise where there are limits for translating school-based research findings to early childhood education contexts. For example, within the school-sector ICT literature, there has been a strong focus on measuring the effects of linking the use of ICT in terms of assessments of student learning or achievement (Lewin, Scrimshaw, Harrison, Somekh, & McFarlane, 2000; Schacter, 1999). The concepts of "learning" and "achievement" are

usually defined relative to the age level(s) of the students, and the learning goals and intentions that underpin specific instances of ICT use. These learning intentions are often connected with particular subject areas in the curriculum. By contrast, the New Zealand early childhood education curriculum does not align itself with traditional subject boundaries. Rather than specifying subject content areas, Te Whāriki emphasises five integrated learning strands: well-being; belonging; contribution; communication; and exploration. Assessment is holistic, viewing the child's learning as complex and contextual (Mutch, 2003). School-sector ICT research which focuses tightly on achievement and assessment of students' subject-specific learning may not transfer well to the early childhood education context. However, there may be some transferability of findings from research which looks at the role and potential of ICT to promote higher-order thinking, problem-solving, and creativity in school-age children.

Other areas featured in the school-sector ICT literature may have strong resonance within the ECE sector. For example, the role or potential for ICT to: a) support professional communities of learning among teachers (both within and between different schools); b) strengthen school-community relationships; or c) increase the involvement of parents, and other people outside schools, in students' school learning experiences.

Roles ICT play in ECE

There is a growing recognition of the many different ways that ICT can contribute to, or transform, the activities, roles, and relationships experienced by children and adults in early childhood education settings. Table 1 shows some of the ways in which ICT can be part of early childhood education.

Developing ICT capability in the ECE sector

The literature supports two key ideas about the development of ICT capability in the early childhood education sector (e.g. see Brooker, 2003; Downes & Fatouros, 1995; O'Hara, 2004; Sheridan & Pramling Samuelsson, 2003; Siraj-Blatchford & Whitebread, 2003):

The first idea is about children, and the possibility that they can begin to develop ICT capability and "ICT literacy" as part of their early childhood education experiences. The second idea is that practitioners and other adults in early childhood education can be supported to develop ICT capability and "ICT literacy". The literature suggests that practitioners need guidance, and opportunities to become capable, competent, and informed about the educational role and potential of ICT, and support to make the most of the

opportunities that ICT presents for strengthening all aspects of early childhood education practice.

Table 1 Possible roles for ICT in early childhood education

Roles for ICT	Some examples
Children using ICT in their play or learning (alone, with peers, or with adults).	Children using computers to play games, listen to stories, or draw pictures. Children using ICT equipment in games or role-play activities.
Children and practitioners using ICT together to scaffold children's learning.	Using the Internet to locate information or resources, sparked by children's interest in a particular topic or idea.
Children and practitioners using ICT together to document and reflect on children's learning, or to share children's learning with parents, or other practitioners.	Taking digital photos, videos, or audio recordings of activities in the early childhood education setting and reviewing these together, or sharing them with parents. Practitioners and children using ICT to build portfolios of children's work, to use for evaluating progress in children's learning and development.
Practitioners using ICT for planning, administration, and information management.	Teachers developing individual learning plans for children, or using computer-based templates to plan or document children's learning (e.g. using learning stories templates, or inserting relevant concepts from *Te Whāriki* into children's learning records). Creating databases to keep track of important information about children and their families.
Teachers or teachers-in-training learning to use ICT, or learning *through* ICT.	Teachers-in-training learning to use ICT in their initial teacher education courses. Distance-learning teachers-in-training using ICT to learn to become early childhood teachers. Teachers-in-training learning to use technology with children in their practicum placements. Teachers using ICT to document and reflect on their practice, or using ICT as part of a professional development programme.
Children and practitioners using ICT to communicate or exchange ideas or information with other practitioners, parents, or researchers.	Using videoconferencing, online discussion communities, or email, to communicate with other practitioners, parents, or researchers, or to share news and information about what's happening in the early childhood education centre. Children and practitioners using telephones, email, or fax to keep in touch with parents who are not able to come to the early childhood education centre (e.g. parents who are at work during the day). Using telephones, email, or fax to keep in touch with children and their families in distant or rural communities (e.g. Correspondence School early childhood education programme).

Supporting children's ICT capability and ICT literacy

Information and communication technologies are becoming more embedded and ubiquitous in the environment around children. These technologies are having such a profound effect on all aspects of people's lives that they are now becoming "taken-for-granted". Downes and Fatuoros (1995) make the point that to be effective lifelong learners, children will need to be literate in the communication modes of their culture. They need to be able to make, and make sense of, "texts" (whether these be print-based, electronic, or image-based). For young children, this could mean developing skills in the use of images and sounds to convey information, ideas, and feelings. Multimedia ICT tools present many possibilities for doing this. Learners in the "information age" will also need to develop skills to organise and analyse information (Downes & Fatuoros, 1995). Recognising the way that ICT and other multimedia technologies shape this information is an important part of this process. However, learners will not only be consumers of information – they will also be producers and creators of information (Downes & Fatuoros, 1995). For young children, this could involve using electronic media to record information, ideas, and feelings about themselves, their activities, and their environments, to share these with others.

Supporting practitioners' ICT capability and ICT literacy

The literature strongly supports the idea that ICT development in the early childhood education sector should be firmly grounded in existing knowledge about early childhood learning and development. Te Whāriki's socio-cultural approach to early childhood education emphasises the critical role of socially and culturally mediated learning, and of reciprocal and responsive relationships for children with people, places, and things. This suggests that an appropriate approach for developing ICT in early childhood education involves developing the ICT capabilities and "ICT literacy" of the significant people in young children's lives, including early childhood educators, parents, and caregivers so that these people can make good decisions about the use of ICT with, or by, children. Many authors discuss the need for educators to have well-developed understandings of the role and potential of ICT for supporting young children's learning, as well as

practical skills in knowing how to make best use of the technology (e.g. O'Hara, 2004; O'Rourke & Harrison, 2004; Patterson, 2004; Siraj-Blatchford & Whitebread, 2003). At the same time, other studies signal that children's experience (or lack of experience) with ICT at home is an important factor for educators to consider in planning for the use of ICT in early childhood education settings (Brooker & Siraj-Blatchford, 2002; Downes, 2002). Finally, case studies highlight a role for ICT in supporting parent involvement in their children's learning (Lee, Hatherly, & Ramsey, 2002; Whalley & the Pen Green Centre Team, 2001).

ICT in early childhood education adopts a "strengths" view of practitioners, which considers practitioners to be professionals with a critical role in decision-making and support for young children's experiences with ICT, who therefore need support to develop ICT capability and literacy. Developing practitioners' ICT capability and literacy does not mean simply providing them with the skills to use different forms of ICT. It also means providing opportunities for practitioners to learn more about: a) the possibilities that ICT offers for new ways of communicating, seeking, and handling information, and interacting with the environment and other people; b) what research says about the role and impact of ICT use for children's learning, play, and development; and c) examples of how other early childhood education settings have used ICT to support children's learning or play; or to strengthen relationships between children, practitioners, and families.

Developing practitioners' ICT capability and ICT literacy also means providing them with opportunities to identify how they could use ICT to support or extend practice in their own early childhood education setting (Downes & Fatouros, 1995).

The role ICT to enrich the early childhood learning environment

Critics of ICT use by young children tend to take the view that ICT encourages children to be passive recipients, that it is isolating, or that young children cannot learn effectively through these kinds of experiences (Siraj-Blatchford & Whitebread, 2003). In contrast, many other authors consider that ICT holds many potential benefits for young children, and that when used appropriately, ICT can: a) support children's cognitive and emotional development, and the development of social and co-operative skills; b) assist in the emergence of early literacy and mathematical thinking; c) "level the playing field" for children with special learning needs;

d) enhance and strengthen relationships between children and adults, or give adults new ways to gain insight into children's thinking or their interests, thereby providing opportunities to better support and scaffold children's learning; and e) facilitate the emergence of "new literacies" or "multiliteracies" in children (Hill & Broadhurst, 2001; Pastor & Kerns, 1997).

Patterson (2004, p. 25) describes this as using ICT to "enrich the learning environment". Most supporters of ICT use by and with young children consider that the value of the technology hinges on the way it is used.

Developmentally Appropriate Use of ICT With Young Children

Developmental appropriateness forms a guiding principle in much of the literature on ICT in early childhood education. Two widely-cited sets of guidelines strongly emphasise developmental appropriateness: the DATEC (developmentally appropriate technology in early childhood) project in the UK (Siraj-Blatchford & Siraj-Blatchford, 2002; Siraj-Blatchford & Whitebread, 2003); and the American National Association for the Education of Young Children's position statement on the use of technology with children aged 3 to 8 (NAEYC, 1996).

The term "developmental appropriateness" can be defined in a number of different ways, depending on what views or theories one holds about children's learning and development. Children's development is sometimes construed as a step-wise series of "stages" (Luke, 1999). In this view, activities or ways of thinking that require a more advanced stage of development than a child has achieved are considered not to be developmentally appropriate. O'Rourke and Harrison (2004) consider that strict developmentalist approaches sometimes focus on what children lack.

DATEC offers eight general principles for determining the appropriateness of ICT applications to be used in the early years: a) Ensure an educational purpose; b) Encourage collaboration; c) Integrate with other aspects of the curriculum: that is, if children are to understand ICT they need to see it used in a meaningful context, and for real purposes. This includes allowing for ICT to feature in children's play; d) The child should be in control: that is, the ICT application should not control the child's interaction through programmed learning or any other behaviourist device; e) Choose applications that are transparent and intuitive. The "drag and drop" facility on a computer screen is a good example; f) Avoid applications that contain violence or stereotyping; g) Be aware of health and safety issues; h) Encourage the educational involvement of parents

ICT and children's play

Play is considered an important dimension of early childhood education, as part of children's social, emotional, cognitive learning, and motor development. The literature supports several different ideas about the role and potential value of ICT in terms of children's play. Recall the idea discussed in the introduction that in early childhood, children should begin to learn about technology (that is, what it is, how it works, and the roles it plays in their own and other people's lives) as well as learning through technology. Play is seen to be an important aspect of both of these kinds of learning.

O'Hara (2004) describes a range of examples from English early childhood education settings of ICT featured in children's play, including socio-dramatic role play. It is important to note that O'Hara considers both functional and non-functional ICT to have a role in supporting children's learning "about" technology. The examples O'Hara describes include: a) an imaginative role-play about being "in the office", in which a child used a functional PC, photocopier, and printer; b) a spontaneous indoor/outdoor game which evolved when an adult introduced six children to a pair of walkie-talkies; c) a whole-class "karaoke concert" using a CD player, microphone, amplifier, video camera, and television monitor; d) an imaginative role play about going to the travel agent and booking an overseas holiday, then going on the aeroplane for the holiday. The "travel agent's office" included a non-functioning PC and telephone, as well as catalogues and a globe. The "aeroplane" had a functioning PC in the cockpit, which displayed pictures of clouds as the plane "flew". A tape player/listening station with several headphones served as the in-flight entertainment station in the "cabin". A classroom helper had built a simple battery-operated "fasten seatbelt" sign that the "cabin staff" could switch on and off; e) a closed-circuit video camera and television monitor that were set up in a play area in an early childhood education classroom designated as a "sea-side café"; and f) a small group of children and a teacher sitting in a circle and learning how to operate a Pixie programmable vehicle, with each child having a turn to program the vehicle to travel across the carpet to another child.

O'Hara's examples highlight some important themes about high-quality practice in ICT use with young children. These include: children using ICT in "realistic" and imaginative socio-dramatic role-play; children

learning to use the correct vocabulary to describe different technologies and activities associated with them (for example, children talking about "typing", "printing", or "looking up flight times" using the computer); and children using different forms of ICT, both indoors and outdoors. Many of O'Hara's examples show children being trusted and assisted to be in control of the technologies (for example, children being helped to operate a video camera, CD player, computer, or programmable toy themselves).

CONCLUSION

The conclusions about the article is: a) Computer/ICT is appropriate for young children's cognitive, physical, social, and emotional development; b) The Important of ICT in early childhood education that technologies offer new opportunities to strengthen many aspects of early childhood education practice. There is support and interest across the whole education sector for the development and integration of ICT into education policy, curriculum, and practice. ICT can contribute to, or transform, the activities, roles, and relationships experienced by children and adults in early childhood education settings; c) There is two key ideas about the development of ICT capability in the early childhood education sector. The first idea is about children, and the possibility that they can begin to develop ICT capability and "ICT literacy" as part of their early childhood education experiences. The second idea is that practitioners and other adults in early childhood education can be supported to develop ICT capability and "ICT literacy"; d) The role ICT to enrich the early childhood learning environment is: support children's cognitive and emotional development, and the development of social and co-operative skills; assist in the emergence of early literacy and mathematical thinking; "level the playing field" for children with special learning needs; enhance and strengthen relationships between children and adults, facilitate the emergence of "new literacy's" or "multiliteracies" in children; e) Developmentally Appropriate Use of ICT With Young Children is: Ensure an educational purpose, Encourage collaboration, Integrate with other aspects of the curriculum, The child should be in control, Choose applications that are transparent and intuitive, Avoid applications that contain violence or stereotyping, Be aware of health and safety issues, Encourage the educational involvement of parents

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USING COOPERATIVE INTEGRATED READING AND COMPOSITION AS A STRATEGY IN IMPROVING READING COMPREHENSION

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ABSTRACT

This study is intended to measure the effectiveness of Cooperative Integrated Reading and Composition (CIRC) as a Strategy in Improving Reading Comprehension at Management Education Centre (MEC) Pamekasan. In order to solve the problem, the researcher uses an Experimental Design with Randomized Matched subjects, Post-test Design Only. The target population for the study consisted of the students at MEC and the sample of this research are 64 students in eighth grade. Furthermore, both of the student groups are determined as experimental group (X) and control group (Y). The experimental group is the group which is taught by using CIRC as a Strategy. A test was used to collect the required data. The content of the two tests were the same. The total number of test items was 50. It was an objective test in the form of multiple choices.The collected data of post test were analyzed by using dependent t test. The result of the data analysis found that the computed-value was 3.49, while the critical t-value at 1% level significance was 2.457 (df31) by using one tailed. This indicates that there is a significant difference between reading comprehension of the students taught by using constructivist reading model (CRM) and reading comprehension of the students taught by using tradition model. The CRM lead the students to have better achievement better than Traditional Model. Since this study results showed or indicated that the CRM was effective for students in reading, the English teachers may use this model in order to improve the students' reading comprehension ability.

Keywords: cooperative integrated reading and composition, reading comprehension

Reading plays an important role in transferring information as well as developing science, technology, culture, and international relationship. Realizing the importance of reading for EFL students, it then very crucial for EFL students to have good reading proficiency. Having good reading proficiency means having the ability to understand written statements or any type of written text accurately and efficiently (Mahfoodh, 2007, p. 1)

Some research findings, among others by Herber & Herber, (1993) proved that, the students still have difficulty in reading since they may have no reading interest and motivation and the purpose of reading was never explained to them. Therefore, it is the teacher's task to teach reading in easy ways, so that the students can follow the lesson eagerly. To fulfil these tasks, the teacher will use a certain approach, strategy, technique or model. However, sometimes it is not easy for the teacher to create these in teaching reading.

Based on the syllabus of the Management Education Centre (MEC) Pamekasan, the teaching learning activities is learner centered, by creating such enjoyable condition, contextual, acquiring knowledge from doing something or learning by doing, and providing learning experience. In addition based on the theory of constructivism, it is stated that the teacher's function is only to facilitate the students self learning. The objectives of teaching English in Management Education Centre (MEC) are (1) to improve the students ability in English both in oral and written; (2) to prepare the students to read English text book in their Senior High School; (3) to

prepare the students taking part in the national examination.

Based on the description above, improving the student's reading skill especially at Junior High School level is so important since English taught from Junior High School. Assumed that the most important issue which needs to be improved is how reading is learnt or taught using an appropriate strategy. This issue due to what explained before that reading should be taught or learnt in easy way so that the students can follow the lesson eagerly. To fulfil these tasks, this study is intended to find a suitable strategy for reading program that might help the students to learn reading in an easy way and eventually improve their reading comprehension.

Joy Janzen (in Methodology in Language Teaching, Richard and Renandya, 2002:291-292) classifies reading strategies into general and specific. With general strategies, he refers to universally common ways that most readers use in reading. One of them is discussion (discussion group). Through discussion, students gain a deeper understanding of their reading behavior. With specific reading strategies, he refers to the processing strategies the students use in reading to understand a text.

Richard, Platt & Platt (1992) states that in language teaching, a model means something which is used as a standard or goal for the learner. English teacher should be able to apply certain teaching strategy in teaching reading in the classroom. One of the strategies is Cooperative learning which refers to a variety of teaching methods in which students work in small groups to help one another learn academic contents (Slavin, 1995, p.4).

Slavin (1995) describes Cooperative Learning as learning activity that encourage students to work with their friends in a group and achieve learning purposes. Cooperative learning has been recommended as effective in most school subjects across various groups of students measured on several cognitive and affective outcomes. One of Cooperative Learning method which deals with reading is Cooperative Integrated Reading and Composition (CIRC).

Cooperative Integrated Reading and Composition (CIRC) is a comprehensive program for teaching reading and writing in the upper elementary and middle grades (Madden, Slavin, and Stevens, 1986) in Slavin (1995: 7). Students work in pairs within their teams on a series of cognitively engaging activities, including reading to one another, making predictions about how narrative stories will be resolved, summarizing stories to one another, writing response to the stories, and practicing spelling, decoding, and vocabulary. Students also work in their teams to master main idea and other comprehension skills. In this study the researcher wants to apply Cooperative Integrated Reading and Composition (CIRC) as one of Cooperative Learning model to teach reading. This study is intended to measure, The Effectiveness of Cooperative Integrated Reading and Composition (CIRC) as a Strategy in Improving Reading Comprehension at Management Education Centre (MEC) Pamekasan.

Gupta & Ahuja (2014) In Cooperative Integrated Reading and Composition (CIRC), students are taught in reading groups and then return to mixed ability teams to work on a series of cooperative activites , including partner reading, making prediction, identification of characters, settings, problem and problem solving, summarization, vocabulary, spelling and reading comprehension exercises. It also provides a structure to help teachers and students succeed in helping the students become effective reader.

CIRC also has some major component: 1) Reading groups, 2) Teams, 3) Story-related activities, 4) Partner checking, 5) Tests, 6) Direct instruction in reading comprehension, and 7) Integrated language arts and writing. In this study the researcher uses some component they are: reading groups (teacher divides the class into some groups), story related activities (reading together, each student substitutes to read aloud in different paragraph), partner checking and test (answering questions related to the text by discussing and understanding vocabulary (words out aloud & word meaning)), and integrated language arts and writing (making summary of the text as a means of retelling the text.)

METHOD

This study is including in experimental design with Two groups, Matching Random Selection, Post-test design. This experiment used Experimental Designs because there are two student groups. There are two kinds of variables. The independent variableis manipulated by the experimenter, and the dependent variable is measured. The signifying characteristic of a true experiment is that it randomly allocates the subjects in order to neutralize the potential for experimenter bias and ensures, over a large number of iterations of the experiment, that all confounding factors are controlled for. Furthermore, both of the student groups are determined as experiment group (X) and control group (Y). Experiment group is a group which is taught by Cooperative Integrated Reading and Composition (CIRC), while control groupis a group which is given Traditional way.

An alternative procedure for assigning subjects to group is to match individual subjects on as many extraneous variables as one thinks might effect the dependent variable, and then to use some random procedure to assign one member of each matched pair to treatment A and the other to treatment B. One method of matching is to place all subjects in rank order on the basis of their scores on the matching variable. The first two subjects are selected from the rank order list to constitute the first pair. One subject of this pair is then randomly assigned to treatment A and the other to treatment B. This process is continued until all subjects have assigned.

Pre-test has the important role in this research, it used to make the groups are equivalent in capability before the researcher give the treatment to the experimental group. The researcher used the method above to assign the subjects of this research. Subject of population is Management Education Centre (MEC) students and subject of sample is the eighth grade students of the Management Education Centre (MEC). A large number of subject as many as 64 students were the sample of this research. After they have given pre-test they divided in to two classes, Class A and Class B. Class A as experiment group (X) as many as 32 students, and class B as control group (Y)as many as 32students.

Test was the only instrument used to collect the data needed. This study used two tests, pre-test and post-test. There were two tests employed in this study, namely: the pre test and the post test. The two tests were the same. The total number of test items was 50. It was an objective test in the form of multiple choices, each item consist of four alternative answers. The test based on the reading micro skills, according to Munby's taxonomy (Alderson, 2000: 10-11).

The researcher showed the test to the other English teacher and to be appropriating with content of the subject. So, it called content validity. The passages were examined by the other English teachers in the same course to check the expediency of the text. A good test must be valid and reliable. After got the result of the validity of the test instrument, the researcher should find out the reliability of the text. An instrument of the text is reliable if it has high consistency value. In this study, the researcher used post test score to know whether the instrument is reliable or not, and then the researcher calculated the score of posttest by using Cronbach's Alpha formula.

After calculated by using Cronbach's Alpha in 17.0 go windows. It showed that the test reliablity for the experiment group is 0.804 and for the control group is 0.841. The test is reliable when it higher than 0.60, so it means that the test instrument used in this research is reliable.

RESULTS AND DISCUSSION

After collected the data needed by using test instrument, the next step in conducted this research is analysis the data by using dependent t test. Based on the

research, the researcher used two phases in analyzed data collection:

Phase 1: calculating t-test for reading comprehension. Phase 1 is calculating t-test, the result for the sum of the experiment group is 2130 and the sum of control group is 1786, and for the difference (D) is 344, and the square of difference is (D²) is 13136. After got the result, the researcher used dependent t-test to calculate the data The researcher used one tailed at 1% significance level, after calculated the data it found that critical t value is 3.49 is greater than computed t value 2.457. It means that, it is significant.

Phase 2: Hypothesis testing. There are two hypotheses in this research: (1) (Ho): the students taught by using Cooperative Integrated Reading and Composition (CIRC) have not better comprehension than the students taught by using Traditional Method; (2) (Ha): the students taught by using Cooperative Integrated Reading and Composition (CIRC) have better comprehension than the students taught by using Traditional Method.

To check whether Ho or Ha that accepted in this research, the researcher compared the computed t value and critical t value. Critical t value is 2.457, while computed t value is 3.49 the computed t-value is higher than critical t-value, so it can concluded that there is a significant difference between Reading Comprehension of the students taught by using Cooperative Integrated Reading and Composition (CIRC) and Reading Comprehension of the students taught by using Traditional Method. It proved because computed t value is greater than critical t value. From the result above, it can be concluded that Ha (Alternative Hypothesis) is accepted, and the Ho (Null Hypothesis) is rejected.

Wallace (2002) proposed and underlines the three big steps used to study a text in a class, they are: before-reading activity, while-reading activity and after-reading activity. He explains that before-reading activity is aimed at activating the students' relevant knowledge that they can bring to the text. The while-reading activity is aimed at using various reading comprehension strategies to go through the text. This is an activity that underlines the meaning-form process. The last step, the after-reading activity, aims at helping the students to store the knowledge from the text in their minds. He insists that reading is an activity involving both readers' contact with the text and creating a similar text as that of the original. It involves not only the mechanical aspect of reading (letters, words, and sentences) but also cognitive aspect of reading (meaning-making). He also stated reading is also viewed as a reader centered activity, because, while reading, a reader is constantly developing strategies to help him or herself obtain what he or she wants from reading activity.

The activities in CIRC are process which cover an efficient process, since the students can understand the text quicker than they read by themselves. It is also comprehending and interactive process as the students understanding the reading text by discussing with the members of group; they share their knowledge to understand vocabulary. This is in line with the definition of reading purposed by Grabe (2009) that some processes define reading are a rapid

process, a strategic process, a flexible process, a purposeful process, an evaluative process, a learning process and a linguistic process.

CIRC is designed based on the paradigm that the accent of the teaching and learning process in on the learner rather than the teacher. This notion implies that since it emphasis is on the learner rather than the teacher in a teaching and learning process, it might be said that the teaching and learning process is students centered or reader centered, where the students will be more active than teacher. The teacher functions as guide, facilitator or co-learner in the classroom. Therefore, CIRC is designed to help the students to understand the text and directed them to create a cooperative learning situation (through group discussion) among them from which they can learn from each other. Cooperative learning usually involves learner-centered characteristics.

In CIRC, the students can cooperate in a heterogeneous member of group in which the students who have higher ability in reading comprehension can work together with those who have lower ability. It does not mean that the lower ability students only depended on the higher ability students, but it is more like helping each other in achieving the learning purpose. This situation fulfills the definition described by Slavin (1995) that Cooperative learning is learning activity that encourage students to work with their friends in a group and achieve learning purposes. On the other hand, it is contrast with Hiebert in Slavin (1995:105) who stated that an almost universal feature of elementary reading instruction is the use of reading groups composed of students of similar performance levels.

Other finding is that teaching reading using CIRC method can accommodate almost all students in the class to be actively involved in the activity. It is different from traditional method that only uses translation to understand the text which make some students, especially lower group students be afraid or shy to be involved in learning process.

According to Rosenshine (1980) reading comprehension commonly entails seven skills, namely, recognizing the sequence, recognizing words in context, identifying main ideas, decoding details, drawing references, recognizing cause and effectand comparing and constracting, it in his book ' Skill Hierarchies in Reading Comprehension' . Based on the explanation, it may be concluded that a reader has a good comprehension if he/she is able to perform the comprehension of reading skills well either orally or in written in form. The test instrument covered all the skills that required above, and the post test result showed that the students' taught by Cooperative Integrated Reading and Composition (CIRC) have better achievement than the students' taught by Traditional Method. It might be concluded that The Cooperative Integrated Reading and Composition (CIRC) was a good strategy for the students in learning reading.

CONCLUSION AND SUGGESTION
Conclusion

Based on the research and the data analysis above, the researcher can give conclusions that Cooperative Integrated Reading and Composition (CIRC) is a better strategy in improving reading comprehension at Management Education Centre (MEC) Pamekasan than

Traditional. The Cooperative Integrated Reading and Composition (CIRC) has some advantages, such as: (a) CIRC was simple and easy to be applied by the students in reading; (b) The units of the model were designed in an orderly or systematically; (c) The model trained the students to understand the text first and then do the exercises, tasks or assignments; (d) The exercises, tasks or assignments for each unit helped the students to understand the text comprehensively; (e) The learning process was student-centered; (f) The learning process created co-operative learning situation through group discussion activity; (g) The group discussion enabled the students to think creatively; and (h) The students to learn not only reading but also other skills such as listening, speaking and writing.

Suggestion

Having known the result of research, the researcher suggests for the teacher (specially for English teachers) to use Cooperative Integrated Reading and Composition (CIRC) as a strategy in teaching reading. Another suggestion adressed to the next researcher, to be able to do the research dealing with this study. In which testing the effectiveness of strategy in cooperative learning in teaching and learning process. Therefore, teachers have various strategy they use in teaching and learning process. On the other hand, this method can be varied with other methods and in other subjects. This research can be used to be the basic of research by using other stategy and subject.✍

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INTEGRATIVE CHARACTER BUILDING IN FORMING STUDENTS' RESILIENT PERSONALITY

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ABSTRACT

Culture, spiritual and moral values that become the characteristic of Indonesia start to fade and being changed by modern and hedonic lifestyle. Fulfilling the satisfaction without concerning the values of honesty and responsibility become the habit of Indonesian society nowadays. In middle school environment, the students seem to be lack of hardiness, tenacity, and persistence in doing tasks given by the teachers. They tend to complain and easily dispirited. Creativity and optimism are not seen on their attitude when overcome the incoming difficulties, temperamental attitude and protest appear constantly when they could not finish the given tasks or do not understand the lesson, whereas the score requirement to achieve the Minimum Completeness Standard and Passing Standard is quite high. Nation Character and Culture Education implementation processes in the school nowadays need various changes. In order to succeed the Nation Character and Culture Education, the required changes do not change the ongoing curriculum but it is more on expecting headmasters, teachers and school counselors' new attitude and skills. It means through Curriculum 2013, character development and resilience attitude forming could be done via learning processes in school.

Keywords: character building, students' resilient personality

Currently world condition gets into European Economic Community that also known as free market era gives big impacts on teenagers' attitude and behavior, especially middle school students. Culture, spiritual and moral values that become the characteristic of Indonesia start to fade and being changed by modern and hedonic lifestyle. Fulfilling the satisfaction without concerning the values of honesty and responsibility become the habit of society nowadays.

In middle school environment, the students seem to be lack of hardiness, tenacity, and persistence in doing tasks given by the teachers. They tend to complain and easily dispirited. Creativity and optimism are not seen on their attitude when overcome the incoming difficulties, temperamental attitude and protest appear constantly when they could not finish the given tasks or do not understand the lesson, whereas the score requirement to achieve the Minimum Completeness Standard and Passing Standard is quite high.

Feeling of regret, desperate, school refusal, helpless and useless appear when the graduation and grade promotion time comes, finally they looking for a companion and being easily influenced by digressing, this kind of attitude should be fixed shortly. Consumptive lifestyle, lazy, easily desperate and discouraged with the weak condition when facing adversity, challenge, and setback becomes teachers and parents' concern through character building to form strong personality. *Nourishing* and shaping academic resilience attitude within the students in order to make them not easily discouraged, desperate and keep them in good condition, as Wolff (in Banard, 2002) view resilience as a trait. He stated that the trait as a hidden capacity to counter the self-destruction and protect the individual from every life obstacle. Good intelligence, easily adapt, social temperament, and interesting individuals finally consistently contribute to self reward, competent and feeling that they are lucky. That is called as a resilient individual. Furthermore, Gotberg (1995) state that resilience is universal capacity, and with this capacity, an individual, group or community could prevent, minimize, or even counter the destructive effect when they are experiencing adversity.

The issue that had been described above becomes the inspiration to implement integrative character building in forming students' resilient personality. There are three research questions in this paper: (a) Why is resilience attitude forming in character building at school necessary? (b) Could resilient attitude be integrated with character building? (c) What is effective integrative character building process in forming students' resilient personality in school?

DISCUSSION
Resilient Attitude Forming in Character building at School

Resilience is an important ability for everyone. It is caused by miserable condition that always comes in human life. This miserable

condition challenges individuals to overcome and learn from it, even to make changes (Desmita, 2008). Reivich & Shatte (in Soekandar, 2007) stated that resilience has four fundamental function in human life: Overcome childhood obstacles, overcome daily life challenges, raise once after experiencing traumatic incident or huge difficulties.

International Resilience Project (1995) conducted a study by questioning children and parents around the world related to their experience of miserable condition. The findings of this study found their miserable condition covered two types, inside the family environment and outside the family environment. Each participant created a list of miserable conditions they experienced. Creating a list of miserable conditions is the first step to address every miserable condition.

In general, Grotberg (2003) defined resilience as an ability of an individual to rise from the adversities. There may be a bothering pressure at the first time when trying to rise up from adversities; yet, high resilience individuals will be easy to back to their normal condition. High resilience individuals naturally have their right to feel sad, angry, or resentful, yet they are able to regulate their emotion healthfully. Resilience is important factor in our life. Aspects of resilience are important to be integrated in character building as a culture based *moral excellence* through courses in learning activities. It is necessary to be done in order to address changes and pressures that come quick and intensely.

Character building is also called as moral education, value education, and religious education. Character building had been done before the government composed the main design of character building (Desain Induk Pendidikan Karakter) in 2010. Various activities have been done to realize character building, especially those which related with education and teaching activities.

The word *character* is taken from the Greek word *charassein*, which means *toengrave* (drawing). Based on that definition, character is defined as *a special mark.* Then, because of that definition, a view of character as an individual patterned attitude comes out.

The development of nation' culture and character is important in order to improve the society life quality in the future. In the process of culture and character building, students actively develop their potential, doing internalization and appreciation. There are six main characters need to be developed within each individual: honest, responsible, smart, clean, healthy, care, and creative. Those

characters will be developed and improved if they are added with resilience. That addition actualizes their character in better society' life and develop dignified nation' life.

Nation cultures and characters are defined as an education that develop the values of culture and character on students, so they have those characters in their life in order to be a creative, productive, and nationalist citizen. The development process of values which become the basis of the character requires sustainable process. It is done through various lessons in the curriculum (civic, history, geographic, economy, sociology, anthropology, Bahasa Indonesia, social, science, math, religion, sport education, and art). Besides, curriculum 2013 (K-13) is designed with some characteristics as follows:

a. Creating a balance among spiritual and social attitude, curiosity, creativity, intellectual teamwork, and psychomotor,
b. School as the part of society which gives planned learning experience where the students applied what they have learned in school to the society, and use the society as learning sources;
c. Developing attitude, knowledge and skills, and apply them in various school and society situations,
d. Giving the students enough times to develop their attitude, knowledge, and skill,
e. Competency is stated in the form of class core competency and is specified into course basic competency,
f. Class Core Competency becomes the organizing elements of basic competency, where the all basic competencies and learning processes are developed in order to gain the competence that is stated in the Core Competency;
g. Basic competency is developed based on accumulative, reinforcing, and enriching principle among the lessons.

Education must build consciousness, knowledge, and values related to the environment where they live in (geographic), values that live in the society (anthropology), prevailing and growing social system (sociology), constitutional, government, and polit system (civics). It means that curriculum breakthrough in the form of the basic values of nation' culture and character building is necessary.

Even so, the current implementation of nation' culture and character building in learning activities at school needs various changes. The needed changes do not change current curriculum, these are more to the expectation of teachers, headmasters, and counselors' new skills and attitudes for the

success of the implementation of nation' culture and character building.

Republic of Indonesia' Constitution number 20, 2003 about National Education System (UU Sisdiknas) formulates education purpose and function which must be used in developing education in Indonesia. Third clause of UU Sisdiknas states "The function of national education is to develop and form dignified civilization and character in order to educate life of the nation, which aimed on the development of learners' potential to be an individual who believe in god, noble, healthy, educated, capable, creative, independent, responsible, and democratic." The purpose of national education is a formulation related to Indonesian' quality which must be developed every education unit.

Therefore, nation' culture and character which are stated in K-13, give a meaning to form resilience which is integrated in the formulation of national education purposes as the universal basic of education development. In order to form that capacity, it is expected to the individual, group, or community to be able to prevent, minimize, or counter the destructing effect when they experience adversities. Resilience is also defined by Wolin and Wolin (in Bautista, Roldan &Bascal, 2001), as individuals coping ability when being faced to the life challenge or to keep their wellness and to do self-repair. According to Al Siebert (in Adjie, 2008), in general, resilience means an individuals' ability to rise from the adversity during their growth.

Resilience Integration in Character Building

In order to be able to actualize all characteristics contained in the purpose of national education, the followings are the characteristic values which cover: spiritual values, culture values, society values such as help each other and teamwork in organizing events.

Those values are actualized in curriculum conceptually and specifically as it is stated by Oliva (1997), curriculum is the plan and process of education which developed by curriculum developers as the answer of the challenge of community, society, and all mankind they serve on. While specifically, curriculum is a set of plans and rules about purpose, content, lesson material, and methods used as reference to conduct teaching and learning activities in order to achieve specific education purpose.

To implement what had been figured in Kurikulum Tingkat Satuan Pendidikan (KTSP), the character values are figured in Standar Kompetensi Lulusan (SKL) in each lesson as it

is contained in SKL for senior high school curriculum.

Table. 1 Substance of character contained in SKL SMAP/MA/SMALB/Paket C

No	SKL Formulation	Character values
1	Behaving in accordance with the religion believed and adolescence development.	Honest, Responsible
2	Developing themselves optimally by utilize the self-excellence and improve the imperfection.	Responsible
3	Showing self-confidence and responsible of their own behavior and action	Care
4	Respecting the religions,nations, races, tribes, and social groups in global scope	Smart, Creative
5	Building and implementing knowledge logically, critically, creatively, and innovatively.	Smart, Care
6	Communicating in oral and written form effectively and politely	Honest

The purposes of K-13

The purposes of K-13 are to prepare Indonesian' life skill to be a faithful, productive, creative, innovative, and affective citizen and also able to contribute to the society, nation, and world civilization.

Philosophical Background of K-13

Learners' quality is determined by the philosophical background of the curriculum, K13 is developed by the philosophical background as follows:

a. *Nation' cultures as the root of education to build the nation today and in the future*. Based on this view, K-13 is developed based on various culture of Indonesia, and directed to build the present, and build better foundation for the future' life.

b. *Learners are the creative heirs of nation' culture*. According to this philosophy, country' achievements in the past must be included in the content, so the learners can learn from those achievements. Education process is a process which gives the learners opportunities to develop their potential in order to be able to think rationally. Then take the wisdom of every experience they see, listen, read, or learn.

c. *Education is aimed to develop intellectual intelligence and academic brilliance through the disciplines*. This philosophy determines that the contents of the curriculum are the disciplines, and vice versa (essentialism)

d. Education is used to build today and the future' life through various intellectual, communication, and social abilities, then participate in building better civilization. (*experimentalism and social reconstructivism*).

Theoretical Background

K-13 is developed based on *standard-based education* and *competency-based curriculum* theories. National *standard-based education* as the minimum quality of the citizen is specified in standard content, standard process, standard graduate competency, standard educator, standard facilities and infrastructures, standard management, standard financing, and standard education evaluation. *Competency-based curriculum* is designed to give learning experiences to the learners in developing their abilities to behave, think, and act.

In general, resilience means an ability of individuals to rise from adversities during their development. Resilient individuals are able to regulate their emotions. They quickly omit their unhealthy feelings, and then it helps them to be stronger individuals.

K-13 is developed by philosophical background that gives a foundation to develop all learners' potentials, so they can be a quality Indonesian as it is stated in the purposes of national education. It means, through K-13, character building and resilience forming for the learners can be done through learning activities in school.

Preparing the learners for the future always becomes the concern of the curriculum; it means that the curriculum is education design to prepare the future of the nation. Therefore, the main role of a curriculum is prepare the nation' young generation. In order to play that role, K-13 develops learning experiences which give a wide opportunity to the learners to master the needed competency while they develop their abilities as the heirs of nation' culture and as an individuals who concern with today' problems of the society and nation.

Based on the definition which determined by the culture' lens and maturity level of learners' psychological, in addition to the development of rational thinking ability, K-13 puts culture to be learnt to create a pride which then be applied and manifested in the learners' personal life and in their social interaction within society.

K-13 follows: (1) *taught curriculum* in the form of developed processes of learning activities in the school, class, and society; and (2) Direct learning experience of the learners (learned curriculum) based on the background, characteristic, and basic ability of the learners. Direct learning experiences become the result of the learners' learning activity, which are being the result of the curriculum, as it figured in chart below.

Figure.1 This chart shows the development of characters' value and resilience.
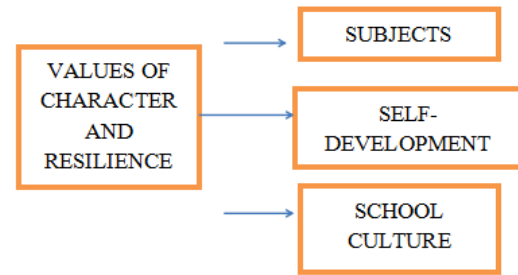
Process of Integrative Character Building in forming learners' resilient personality in school effectively

1. The implementation of *Character values and Resilience* in the courses

The implementation of character values and resilience can be implied in competency design which is developed in Basic competency to attain the Core Competency. The design of Basic Competency is developed by noticing the learners' characteristic, basic ability, and the characteristic of a course/ subject. Basic Competency is divided into four groups as follows:

a. Group 1: Group of basic competency of spiritual attitude, defines KI-1

b. Group 2: Group of basic competency of social attitude, defines KI-2;

c. Group 3: Group of basic competency of knowledge, defines KI-3;

d. Group 4: Group of basic competency of skills, defines KI-4.

In the explanation above, KI-1, KI-2, KI-3 and KI-4 become the references for all subjects. The forming of character values and resilience can be developed and be formulated in KI-1 and KI-2 (Spiritual competency and Social attitude). This can be done by considering: a) there is similarity in forming spiritual attitudes which is, to live and practicing the religion believed by the learners. In Islam or other religions, they are taught to be honest, positive thinking, optimist, resilient, and uneasily dispirited individuals. b) In the social attitude competency KI-2; they are taught to be able to live and practice the attitude of honesty, discipline, responsibility, politeness, responsive and proactive when looking for solution of their various problems. They are also taught to be able to actively interact with the society, social environment, and the nature. Moreover, they are taught to be able to put themselves as the reflection of their nation in the world society.

In order to realize the social attitudes which have been mentioned, competent personality which has a capacity to protect himself from various negative effects is needed. It is also needed to be

able to think positively and optimist as it is figured in the aspects of resilience. According to Reivich dan Shatte (2002), the aspects of resilience are as follow:

a. *Emotion Regulation*, it is an ability to keep calm under pressured condition.
b. *Impulse Control*, it is an ability to control internal desires.
c. *Optimism*, it is an eagerness to overcome the adversities, and keep strive for better condition.
d. *Causal analysis*, it refers to the ability of individuals to identify accurately the cause of problems being faced.
e. *Empathy*, it is an ability of individuals to read other people emotional and psychological sign through non verbal language such as face expression, intonation, and body languages.
f. *Self-efficacy*, it is an ability to solve the problems being faced and gain success.
g. *Reaching Out*, it means positively behave after the adversities come.

2.   The forming of character values and resilience in the self-development

The school counselors are working hard to find a right solution in facing and solving the students' problem through improving students' academic resilience. Liquanti (1992:2) stated that specifically, resilience is an ability of individuals which they do not give up when facing the pressures and changes in their environments. Several studies found that individuals with low resilience level are sensitive to the risk of adversities (Masten in Davis, 2009:1).

Guidance and counseling as integral part of education process in school is responsible to support the improvement of students' resilience. In relation with it, school counselors have ethic responsibilities to facilitate students' personal, social, and academic development to the highest level through excellent and accurate counseling process (ASCA, 2004; dalam Castro, Johnson, & Smith, 2010).

In order to be able to give the expected services, counselors not only need to have professionalism, but also have adequate ability and insight about counseling theories and approaches. Effective counseling approaches will be very helpful in assisting the students solving their academic and non-academic problems. One of them is counseling intervention which aimed to improve students' resilience.

The researchers view resilience as a dynamic process instead of a character. This means that resilience is individuals' capacity which is gained through learning processes and experiences from the environments. Resilience is a learnable and developable ability for each individual. In order to be able to support and assist individual in maintaining their resilience, motivational, facilitative and conducive school environment is needed. School is very crucial environment to develop students capacity to overcome the adversity, adapt with pressure, deal with problems, develop various social, academic, and vocational competency to gain a better life (Henderson and Millstein in Desmita, 2006:210)

In relation with central role of school in assisting the development of students resilience, Henderson and Millstein state*: 'the evidence that school as organizations and education in general can be powerful resiliency builders abounds next to families, school are the most likely place for student to experience the condition that foster resiliency. Though school have the power of resiliency building more can be done to ensure that it happens for all student.'*

Therefore, school is the second environment after family which possible to assist the students develop their resilience. As an organization and education institution, school can be a big force for students' resilience development. As well as family and society, school can also create environment and condition which is helpful on the development of students' protective factors. Building students' resilience needs collaboration from all resilient teachers, officers, headmasters and school members

3. The forming of Character values and Resilience in the school culture

The school culture is an academic culture that is created for a supportive condition which is able to support the learning process. The school culture is dominant values that are supported by all school components, including education stakeholders. The school culture refers to a system of value, belief, and norms which is accepted together, then is implemented with full awareness as natural behavior. It is formed by the environment that creates an equal understanding among the school components.

a. The Advantage of School culture Development

There are several advantages of the efforts in developing school culture, as follow: (1) Ensure a better work quality; (2) Expose all communication from various level, both horizontal or vertical; (3) More transparent and open; (4) Creates equality and high sense of belonging; (4) Improve solidarity and kinship; (5) Able to correct mistakes quickly when it is found; and (6) Able to adapt well with the development of science and technology. Besides, there are also the advantages for individuals or groups, such as: (1) Improve work satisfaction ;(2) Closer intercommunication; (3) Improved discipline; (4) Lighter functional control; (5)

Eagerness to be always proactive is appeared; (6) Always learn and; (7) Always try to give the best for school, family, others, and themselves.

The development of school culture should be based on the principle of honesty and empathy. Honesty is the basic value in the school environment, either be honest to themselves, or be honest to others. Honesty is not only limited to the correctness when doing a task, but also covers the best way to form an objective personality. Without honesty, the trust will never be gained. Because of that, the culture of honesty should be always maintained. Honest in doing evaluation, managing the finances, and be honest in using times also consistent to the task and responsible are the strong personalities in creating good school culture.

Empathy is an ability to feel what others' feeling without get involved in that feeling. It should be owned by all school personnel so they can understand the cause of the others' problem when having an interaction. With empathy, school personnel can develop better school culture since they can understanding each other.

In order to form resilience in character building, the headmaster, teachers, and the school counselors work together to implement it in every learning process by concern on the development of the learners. This can make the expected behavior changes significantly occur.

There are several factors of the development of resilience, social support, community support, and personal support. Cultures and communities where someone lives in can affect his/ her resilience (Holaday and Mc Phearson, 1997). According to Grotberg (1995), there are three abilities that form resilience. The term 'I have' is used for external support and its sources. While for individuals' strength, the term 'I am' is used. Then, the term 'I can' is used for interpersonal ability.

1. *External Support (I Have)*

The *I Have* factor is external supports and sources in enhancing resilience. Before a teenager realize who he is (*I am)* or realize what he can do (I can), he needs external supports and sources to develop his feeling of safety in placing foundation to develop his/ her resilience. What so called as sources are as follow:

1) *Trusting Relationship*

All children do not only need unconditional affections from their parents and *primary care givers*, but also emotional supports from their other surrounding adults.

2) *Role Models*

Teachers, parents, and adults behave in the way that the children are expected to do so.

They show the children how to do something, such as dressing or asking information. They are being the morality models and able to introduce the children to the religion' rules.

3) *Autonomy Encouragement*

In order to help the children to be an autonomous individuals, their parents must encourage them doing something without anyone' assistance. Parents had to praise their children when they show autonomous initiative. The adults should be able to adapt their temperament with the children' so it will encourage them to be autonomous.

4) Accesses on health, education, prosperity, and security

The children, individually or as a family member, can rely on consistent service to suffice the needs their family cannot do such as hospital and doctor, school and teacher, social service, and so on. Grotberg (1995) in his study found that children could improve their resilience since the age of nine. The children relied on adults' assistance to show that they could be trusted, be a role model, be able to maintain good relationship with the groups, and able to control their behavior by their own.

2. *Individuals' internal strength (I Am)*

The *I Am* factor is a strength which comes from the inside of individuals. This factor covers feeling, behavior, and faith within themselves. The followings are some part of the *I am* factor;

a. Feeling of being loved and interesting behavior

The children realize that other people love them. They will be nice to the people who love them. Someone can control their behavior when dealing with different response while interact with others.

b. Love, Empathy, and Care with others

The children express their love to others through various ways. They care about what happen to others and express their care through action and words. The children do not feel comfort for others' adversity and they want to make it stopped, or even share it.

1. Self-pride

The children know that they are important individuals and proud about whom they are and what they can do to achieve their purpose. They will not let others underestimate them. When the individuals have a life problems, self esteem make them able to withstand and overcome those problems.

2. Autonomous and Responsibility

The children can do something by themselves and accept the consequence for their behavior. They feel that they are able to be autonomous and responsible about their behavior. They understand about their control limit for any activity and also understand when others take the responsibility

3. Hope and Faith

The children belief that there is a hope and there are trusted people and institution. They have feeling of right or wrong, they believe that the right will always win and they want to take a role for it. They have confidence and faith in goodness. They are also able to state this as a belief in God, or higher spiritual creature.

3. *Interpersonal Ability (I Can)*

The "*I can*" factor is individuals' ability in expressing their feeling and thought when communicate with other people, solving problems of various life setting (academic, work, personal, and social) and controlling behavior, also finding assistance when it is needed. There are some aspects that affect the *I can* factor, as follow;

a. Communicate. The children are able to express their thought and feeling to others. They are also able to listen what others are saying and feeling

b. Problem Solving. The children are able to judge a problem, the cause of the problem and able to find how to solve it. They can discuss the solution with others in order to find the expected solution accurately. They are able to withstand the problem until it is solved..

c. Regulate various feelings and desires. The children are able to recognize their feelings, name the emotion, and express it through words and action which are not break others' feeling or their own. They are also able to regulate their desire to hitting, running, breaking stuff, or others negative behavior.

d. Measure self and others' temperament. Individuals are able to understand their own temperament (how to behave, how to stimulate, how to take risks or idle, how to reflect and how to be careful) and others' temperament. This helps the individuals to know how long it is needed to communicate. It also helps the individual to know how fast it is needed to react, and how to be success in every situation.

e. Find trusted relationship. The children are able to find someone (e.g parents, siblings or friends) to ask for an assistance, share the feeling and attention in order to find the best way to solve personal and interpersonal problems.

These three factors (*I can, I have, I am*) can be trained and developed through learning process as meaningful character building which is based on spiritual and social values.

CONCLUSION

The followings are the conclusion of this article: (a) Resilience is an important ability that is needed by every individual. It is because the adversities always come in every human life. The adversity makes the individuals learn how to solve the adversity and learn from it, even make changes; (b) National education is aimed to develop learners' ability and form their character in order to educate nation' life, and it is aimed to develop learners' potential so they are able be faithful, healthy, educated, creative, autonomous, democratic, and responsible citizen. Character building which contains spiritual, culture, and society' habits values are conducted in order to actualize all characters of national education purposes; (c) School is the second environment next to the family that which is most possible to assist the learners develop their resilience. As an organization, school can be a powerful resilience builder through its learning activities and courses. As well as family and society, school is also able to create condition and environment that able to assist learners' protective factors. Building students' resilience needs collaboration from all school components.

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A MOTIVATION TRAINING TO ENHANCE SELF-CONFIDANCE

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ABSTRACT

This project is designed to raise up motivation for young learners from various background. Thus, this motivation training is designed by two methods, those are video logs and discussion. The video log talks about a young elephant who is triying to survive during dry and humid season, while the discussion tries to interpret a meaning behind the sentences. Thus, the result is seen by the response from the students, spread up from age 4-12 years old. It looks motivated and entustism by response and active in group discussion. In conclution, this strategy are able to be used in formal schools.

Keywords: motivation training, video logs, group discussion.

There are some reasons why young learners' especially at age 4-12 need a motivation training. The first reason, those young learners need a lot of motivation to raise up their trust for their life. On the other perspective, those young learners need to be motivated since they have to deal with real life, which given more challange. It means that young learners have to be motivated to raise up their self-confidence. Tizt & Karbach (2014:853) state that there is a relation among motivation and memory functions.

In motivational perspective, a young learner is needed a lot of ideas to raise up their knowledge. A young learners are ought to need a motivation training to enhance their self-confidence since four reasons. Tizt and Karbach state that (2014:855), it needs a training to enhance motivation and raise up a memory function.

Baeten and Struyven (2013: 485) state there is an improvement after motivation training. They need motivation to do problem solving on their real life for helping themselves. Meanwhile in those perspectives, a young learners have to deal with those who has given more help to solve this problem. Yang and Wu (2012: 344) state the motivation leaders are improved to raise up motivation.

This idea will give to the topic that motivation has to be given since the young learners have to deal with certain condition such as statements which "could be" interpreted as a bullying. On the other words, the young learners may face certain condition such as "miss-interpretation statements," false logic statement, and other interpretation which could give the students "sense to be bullied".

The need motivation to deal with cultural behaviors, which may face on their live. It could give more sense that young learners deal with it. On the other hand, the ideas of motivation training come from other perspective like raising up trustworthy against society and their friends. Cerasoli, et all (2014: 141) state there is a learning outcome after students motivated.

Meanwhile those interpretation seems try to give more perspective that building trust to themselves takes important positive on their live. It means that there is nothing to do with it. On the other perspective, motivation also comes to enhance their ideas to act and behave by following norms and rules. Cheng and Lam (2013:137) state learning outcome is needed to be improved by themsleves.

METHODS

There are two methods to collect the data. The data collects in two periods. He first period is while the researcher gives motivation throught storytelling about an orphant elephenat which would like to find food and water. The second is seen after the process when the fun games.

The first, the researcher do a field observation. While the motivators do the storytelling, students response are being observed. The young learners have to observed in fact they still listen the story and see the video. In fact, the young learners have to be ellaborate by see the subjects response.

The second, the researcher see the response of young learners. It could be seen on their response after the story telling and video podcast ended. The discussion occurs by giving them analogy. In this section, the researcher are helped by discuss the results with young the local tutors.

RESULTS AND DISCUSION
Raising up Motivation by Video Logs

Yang and Wu (2012: 340) state that a motivation is needed to improve students creativity. In making motivation, young leaners have to deal with video logs. The video logs seem to raise up the motivation. It has been clearly stated that giving

video seems to make an analogy. It means that the motivation have to do with it, the analogy showed by the story of orphan elephant. There are four moral values to do with orphan elephant. Pullka and Niemevirta (2013:28) state there is a relation among motivation and students achievment. Thus, Yang & Wu (2012: 342) state that video logs are important to raise up their motivation, 1) trust to themselves, 2) rely on reality, 3) trust themselves, 4) believe that "there is a will, there is a way."

On the other hand, the young learners have to deal with those "four" moral values. It means that by giving themselves point. There are much things to deal with the young learners, by giving pictures to give concrete imagination.

Giving Motivation by Disscussion

In facts, it also given by discussion. The discussions are focusing on giving values to the students. Kolb (1965: 783) state that it needs a speacial occasion to enhance students motivation. Those values that are going to be discussed are: honesty, self discipline, good manner, sociable.

Khojamli, Habibi, Hossein, Kazemiyan (2014: 70) state the students characteristics are needed to design. On the other context, Davidson, et all (2012: 150) state there is a significancy in improving learning motivation. On the other hand, the moral values that are discussed focus on build up the character. By build up the character, the young learners will have values, at the end they will have norms and value to act in social and daily life.

CONCLUTION

As time goes by, they need motivation to act in their daily life; it means that students need a motivation to enhance their trust on their social life. It gives them on how to act and behave like others. Yang and Wu (2012: 345) state discussion is given to take improvement motivation. Unlike the trustworthy, students need many variations to do with it such as working on their daily life. The students need motivation to enhance their trust to themselves. It could give more perspective that young learners need a motivation training to raise up their self-confidence. Thus, by raising up their motivation, young learners will have trust, for

their social life in daily life and schools life. Komarraju & Nadler (2013: 68) state that there is possitive feedback among students who are motivated in learning.

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IMPROVING THE LOWER ACHIEVERS' WRITING ABILITY THROUGH WHATSAPPP MESSENGER GROUP

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ABSTRACT

The lower achievers' problems in writing are mainly on their lack of vocabulary and their lack of capability in operating the English grammar. The ideas were truncated due to the limited vocabulary and the incapability of applying the correct grammar (Wigati, 2014). Therefore, this research was conducted to investigate the use of paragraph writing in WhatsAppp Messenger group to improve the lower levels' writing ability. The study was conducted at 3rd semester of English Education Program in one of universities in West Java, Indonesia. The study employed a qualitative research approach by embracing characteristics of a case study design. The data were gathered from several techniques, including WhatsAppp Messenger transcriptions, writing assignments results, and interviews. The findings revealed that despite some limitations, the teaching program was successful to improve the lower levels' writing ability. It is finally suggested that the teachers can use WhatsAppp Messenger Group to solve students' problems in writing.

Keywords: *whatsappp messenger, lower achiever, writing ability*

The students' problems and the unsatisfactory writing products indicate that writing skill is a complicated skill to acquire. Besides, Brown (2001:334) mentions that writing skill is a trained behavior that is obtained only if one is taught. It is also exposed that writing is not an effortless acquired skill especially for individuals who make use of English as a foreign language (Weigle, 2009: 35 in Wigati,2014). As a result, teachers should be aware that second-language writers often face difficulties. This awareness means that teachers should see the students' writing difficulties as evidence of a struggle to control the conventions of a new target community (Hyland, 2009in Wigati,2014).

Thus, teachers must find effective ways of learning. An exciting media will always make a learning process more fun. In this study, the researcher used WhatsApp Messenger Group in an attempt to overcome the problems of the lower achievers in writing.

Here are the steps of the learning process with WhatsApp messenger. a) Selecting participants (election refers to the diagnostic tests and writing portfolio); b) Forming the group; c) Feeding Questions related to the 5 elements of writing: content, organization, grammar, vocabulary, and mechanics; d) Answering questions by students using some features provided by WhatsApp

The use of English in the discussion is not mandatory because the target is that the students are able to deliver feedback and correction. This learning process also can be done anytime and anywhere without face to face meeting.

METHOD

This qualitative study investigated the use of WhatsApp messenger group in helping to promote lower level students' writing skill. It embraces the characteristic of a case study design since it was carried out in a small scale (Fraenkel & Wallen, 1996).

The research subjects of this study were 10 third semester students of English Education Program in one of state universities in West Java. The data were collected in two months by using WhatsApp chats transcriptions, students' writing portfolio, and interviews. Then, the data were interpreted and displayed.

RESULTS AND DISCUSSION
Results
The Preliminary Phase of the teaching program

At the beginning of the learning process, the teacher has given a diagnostic test to all of the students. The diagnostic test data then became the first reference to choose the participants. The teacher also used students' writing portfolio for the second reference to choose the participants.

After that, the teacher created a WhatsApp group. The teacher then explained that she wanted to solve the students' problems in writing faced by the participants, however, the participants must contribute actively in answering the questions from the teacher. The participants did not need to be afraid to answer the questions incorrectly because their answers will not be marked.

The teaching program by using WhatsApp Messenger Group

The teacher described and modelled an exposition essay by sending a screenshot. The teacher broke down the text into issue and

arguments. The students should define the position, preview, point, and the elaboration of the text. Then the teacher provided feedback. Here the students learnt about the generic structure of the text.

Based on the previous researches, it was mentioned that lower achiever students usually had grammatical problems. Therefore, the teacher came to a decision to give highlight on the students' problem in grammar. Lecturer warned that exposition essay uses present tense. The students then learnt about present tense first. Afterwards, the teacher wrote some paragraphs. The students then gave a correction to the grammatical errors occurred in the text. They copied paste the text then made some corrections on the errors.

To teach about cohesive and coherence, the teacher wrote a short exposition text. It should not in the form of a picture or screenshot since the students will be difficult to make a correction. The teacher, then asked the students to check the continuity of position, previews, point, and elaboration. They could also add some transition signals to keep the text coherence.

For the mechanic's element, the teacher wrote a short text then asked the students to give punctuations.

Discussion

After given the treatment by using WhatsApp messenger media mentioned above, there were some improvements. The lower achiever students' writing skill were improve. They could operate English grammar properly, they also could apply the generic structure well. Their portfolio texts in the class were more cohesive and coherence.

From the results of the students' interview, it was found that they gave positive responses towards the teaching process since it had helped them step by step. By using WhatsApp, they also could learn outside the class. This application could be used anytime and everywhere. Moreover, they did not need to be ashamed from others' negative evaluations in the real class. They also could learn much from others' WhatsApp group members' feedbacks.

CONCLUSIONS

This study found that despite some limitations, the teaching program was successful to improve the lower level students' ability in writing an exposition essay.

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IMPROVING STUDENTS' ENGLISH ACHIEVEMENT USING TREFFINGER MODEL IN TEACHING ENGLISH

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ABSTRACT

In English teaching and learning process, we need the appropriate and effective method to attract the students in integrated learning. Creative problem solving is one of method which can be used in integrated learning especially in teaching writing and speaking. Creative problem solving has been suggested as a suitable learning method to define and create solution of certain problems in term of teaching and learning. Creative problem solving has several stages, such as approaching a problem or a challenge, redefining the problems and opportunities, creating new or innovative responses and solutions, and taking action. Treffinger model is the upgraded-version of creative problem solving which is suitable to use in senior high school as learning methods to sharpen students' knowledge in getting solution from certain problems. This research aimed to find out the effectiveness of Treffinger model in improving students' English achievement in English learning and teaching especially in speaking and writing. This research used experimental design which determined the class into control class and experimental class. The population of the research was eleventh grade students. The sample was twenty five students which was chosen by using purposive sampling. The data was collected by essay test and presentation test to identify the students' writing achievement. The researchers used t-test formula as technique of data analysis with level of significance 5%. The result of this study showed that Treffinger model is effective to teach English and improve students' achievement. The result of posttest is higher than the result of pretest. It can be concluded that Treffinger is effective to improve students' English achievements especially in speaking and writing.

Keywords: students' english achievement, treffinger model, english teaching

English is international language which has spoken as communication tool of many sectors such as education, technology, diplomacy, economic, industry, etc. English is learnt by almost all of schools all over the world, from formal schools up to non-formal ones. The objective of English teaching and learning is to enable students doing English communication both in written and spoken forms. However, students' interest in English learning is quite low. This problem affects students' achievement in their schools.

The focus of English teaching and learning is to develop students' four skills; speaking, reading, listening and writing. However, understanding those four skills in English teaching and learning is rather difficult for students. Teacher needs attractive teaching methods to create the interests of students in English learning. Cooperative learning is one of method of learning that can be used to teach students using four language skills.

Cooperative learning is a teaching strategy where the students are divided into small teams, each teams consist of students from different levels of ability and they are responsible not only for learning what is taught, but also for helping teammates learning. Most cooperative learning lessons can be characterized by the following features: students work cooperatively in teams to master academic materials; teams are made up of high, average, and low achievers; whenever possible, teams include a racial, cultural, and sexual mix of students; and rewards systems are group oriented rather than individually oriented (Arends, 1997: 111).

Treffinger is one of cooperative learning model that has concept of creative problem solving which is good to build students' interests in English learning. According to Lestari and Yudhanegara (2015: 64), Treffinger is a learning model which emphasizes on students' creativities in solving certain cases or problems based divergent and convergent thinking. Meanwhile, Munandar (2002) explained that Treffinger model is one of the few models that deal about creativity directly and give practical advice on how to achieve integration. By involving cognitive and affective skills at every level of this model, Treffinger shows the mutual relationships and dependencies toward creative learning. According to Treffinger et. al (2010) in www.cpsb.com website, Treffinger model

known as creative problem solving model is a model to help people solve problems and manage change creatively and helps translating goals and dreams into reality. Treffinger explains creative problem solving models into three stages, understanding the challenge, generating idea, and preparing action.

Treffinger (1994) in Miftahul Huda (2014: 319) states that the Creative Problem Solving learning model Treffinger consists of three major components, they are: Component I - Understanding Challenges, that are 1) construct opportunities: Teacher informs competency to be achieved in learning. 2) Exploring Data: teacher demonstrates or presents a natural phenomenon that can attract the curiosity of students. 3) Framing problems: teacher gives students the opportunity to identify problems.

Component II - Generating Ideas; Teacher raises the idea of giving time and opportunity to students to express ideas and also tutors students to decide alternative solutions to be tested

Component III - Preparing for action , thats are 1) Developing solutions: teacher encourages students to collect appropriate information, carry out experiments to get an explanation and problem solving. 2) Building acceptance: teacher checks the exact solution obtained by the students and provides new problems but more complex for students to implement a solution that has been obtained.

Benefits of applying CPST according Miftahul Huda (2013: 320) are as follows: 1) Make the students more active in learning and have confidence to speak their ideas. 2) Develop students' thinking skills because it presented a problem in the early learning and provide flexibility to students to find their own solutions. Students are given discretion in determining alternative solutions. 3) Make students apply the knowledge they already have into new situation. It will increase harmony and tolerance attitude because in selecting the most appropriate solution in solving the problem, it needs acceptance attitude from all students.

A previous research from Sari and Putra (2015) conducted the effect of Treffinger model towards critical thinking and creativity of student of Kanjuruhan Univerisity. They explained by using t-test and quasi experimental research, they find out that Treffinger influenced critical thinking and and creativity of students. The other research from Alhaddad et. al studied

enchancement of students' communication skills by using treffinger models. Their research aimed to investigate, compare and describe the achievement and enhancement of students' mathematical communication skills (MCS). They explained based on categories of prior mathematical knowledge (PMK), the achievement and enhancement of mathematical communication skills (MCS) using Treffinger model is higher than those learning with conventional learning.

This research entitled "Improving Students' English Achievement using Treffinger Model in Teaching English" aimed to find out the effectiveness of Treffinger model in improving students' English achievement in teaching English. The writer focused on writing and speaking skills in conducting the research. This research used Creative Problem Solving Treffinger (CPST) theory as teaching model in analyzing the research.

METHOD

This study mainly seeks to establish the empirical data on the relationship of Treffinger model toward students' English achievement for the eleventh grade students. This research used quasi experimental research design. According to Creswell (2013), the quasi experimental research is the research which used natural group (like class, organization, family) and not randomly assignment. This research used Non Equivalent Control Group Design which classified the member of the experimental and control group randomly. The effect of treatment can be analyzed by using t-test where the experimental group is the students' who are taught by using Treffinger model and control group is students who are taught by conventional model. This research is used by researcher with purpose to find the effectiveness of treffinger model towards students' English achievement.

According Sugiyono (2013), population was all numbers of the research subject. From that statement, the researcher concluded that the population is the entire subject in which the researcher can gain the data. This research took the eleventh grade students in academic year 2015/2016 as population. The total number of population was about 25 students taken from 2 classes of eleventh grade students.

Sample is parts of population. The sample is smaller than the total population. To get sample, the researcher must use

sampling technique. The researcher used non probability sampling because this sampling technique is not giving same opportunity to all populations to be sample. Sugiyono (2013) stated that non probability sampling are systematic sampling, purposive sampling, snowball sampling, etc. The researcher used purposive sampling. Purposive sampling is sampling technique based on researcher' subjective assesment in certain characteristic of sample which was believed has relationship with characteristic of population which known before (Dessy, 2012). The researcher used purposive sampling because the researcher didn't take sample from population individually but took one class as one group. While, the sample taken individually affected the class.

Through that technique, the researcher determined the sample is 20 students from two class where 10 students of class B as control group and 10 students of class A as experimental group.

This study used test and observation to collect the data. The test is the students' pretest and posttest. In this research, the research conducted writing test used essay test and speaking test used presentation. The observation is the students' activity in learning process.

This research used t-test to analyze data. According Widyaningrum (2009), the step of t-test is: (1) Determine the range of the students' English achievement who are taught by treffinger (x) and students' English achievement who are taught by conventional (y). It used the formula of Mean and the formula of range. There are: (a) The mean formula of variable X and Y M χ = M' + i My = M' + I; (b) The standard deviation of formula variable X and Y: SDx = i SDy = I; (c) The standard error mean formula of variable X and Y: SE mx = SE my =

(2) Determine the range of standard error from differentiate mean between the students' English achievement who are taught by treffinger and not. 3) Determine value to 4) After that, we can interpret the value with db = N^1+N^2-2. Consulted that range using table "t".

In significance 5%, if to < tt so Ho is accepted Ha is rejected. If to > tt so Ho is rejected Ha is accepted. But in this research, researcher used SPSS to find t-test.

FINDING AND DISCUSSION

The result of this research is to find the effectiveness of Treffinger model toward student English achievement in teaching English. The researcher used t test to find the students English achievement by using SPSS. There are the result of the data by SPSS.

From the data we know that df is 18, to is 3.036 and t table in level of significance 5% is 2.8784. So, it means that to 3.036 > tt 2.8784.

Based on this result, the researcher interpreted that Alternative Hypothesis (Ha) is accepted. It means that students' English achievement who are taught by Treffinger is better than students' English achievement who are not taught by Treffinger. In other word, treffinger is effective to improve the students' English achievement.

CONCLUSION

As it has been explained in the previous chapters, it is concluded that either: (1) in overall the students' English achievement who were taught by using Treffinger model were higher than those students who were taught by using conventional model. (2) The students' English achievement increased after using Treffinger model in teaching English. To prove that assumption and to get the empirical evidence whether or not there is a significant relationship between students' English achievement and using Treffinger model, the writer conducted the research focused on the topic.

From the research finding and interpretation, it was found that using of Treffinger model affected the students' English achievement. The finding showed that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It meant that there was a difference between the students' English achievement who were taught by using Treffinger model and the students' English achievement who were taught by conventional model.

Based on the finding, it can be concluded that learning Treffinger model can be applied by teacher as an alternative model of learning in order to improve the students' English achievement in English teaching. For further research; it is advisable to examine other subjects and abilities, both cognitive and affective abilities. This is possible because one of the advantages Treffinger model, which integrate cognitive and affective dimension in its development.

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THE ROLE OF STUDENT DIAGNOSTIC ASSESSMENT TO ENHANCE STUDENTS' ENGAGEMENT IN CLT

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ABSTRACT

Teaching and learning are complex process. Therefore, teachers need to work on particular methods to be implemented in learning activities to achieve the learning goals. In this case, CLT also has its goal to facilitate its learners to excel in communication skills. English as the worldwide communication language has created an enormous demand for quality in teaching. Indonesia is one of the countries that make English compulsory subject at school. Accordingly, teachers are supposed to be able to prepare students to achieve fluency and accuracy. In fact, Indonesian students are not accustomed to speaking English in daily conversation. It becomes a problem that a teacher has to deal with since the students do not actively participate in classroom activity conducted in English. The fact that student's engagement in classroom activity is significantly needed to achieve the goals of communicative language teaching, the researchers aims to propose a solution for teachers. It is student diagnostic assessment. This assessment is meant for teachers in diagnosing each of their students' characteristics so that they can give appropriate treatments to their students to encourage them to actively participate in classroom activity. The researchers employ mixed method, both quantitative and qualitative, to see teachers' perception toward the proposed solution. Questionnaire and FGD are conducted to collect data. Meanwhile, the respondents involved in the study are school and university teachers in Yogyakarta. The research finds that the respondents agree that student diagnostic assessment needs to be carried out. This is because they have already experienced it and got advantages from it to optimize their students' engagement. In brief, teachers need to be equipped with basic ability to diagnose their students' characteristics. Otherwise, schools can provide other tools of diagnosis assessment such as Psych test.

Keywords: CLT, student diagnostic assessment, students' engagement

Setiyadi (2006) defines communicative language teaching (CLT) as an approach that is regarded to make the communicative competence the goal of language teaching and develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication. Accordingly, the language learners are supposed to be able to use language in communication (Efrizal, 2012; Richards, 2005; Setiyadi, 2006; Wardaugh, 1997). The language teaching itself is contextualized by presenting language items in situational settings. In other words, whatever the contextualization the teacher provides will facilitate the language learners to learn the communicative function of the language. In order to achieve the communicative competence, CLT is often strongly associated with a number of particular classroom activities that do not make the language learners fall asleep during learning language (Efrizal, 2012; Setiyadi 2006) such as problem-solving and pair work. Therefore, it requires its learners' engagement in dealing with the classroom activities because one learner is supposed to be able to interact with other learners.

Brown (2004:5) discusses that teaching sets up the practice game of language learning: the opportunities for learners to listen, think,

take risks, set goals, and process feedback from the teacher and then recycle through the skills that they are trying to master. Therefore, accordingly, he defines that in ideal classroom; teacher should indeed observe students and make various evaluation of each learner. Furthermore, all these observations feed into the way teacher provides instruction to each student. In line with the CLT concept in which students are required to actively participate in the classroom instruction, teacher's ability to use the assessment as a diagnosis on students' behavior or characters is highly needed. By doing so, teacher can expect that students will enjoy the learning and learn better due to the material and activities adjusted to students' state. In order to enhance the students' engagement to achieve the learning goals of CLT, this paper aims to discuss the role of students' diagnostic assessment.

DISCUSSION

Richards and Rodgers (1989:71) formulate four basic assumptions about language in CLT. The first assumption is that language is used as a system for the expression meaning, the functions of which is a vehicle people use to say things to each other and express their communication needs (Wardhaugh, 1997:7). The second assumption is that language is used primarily for interaction and communication to convey meaning. Afterwards, the

third assumption more emphasizes that learning language is not merely for interaction and communication since the language learners also deal with language structure to reflect its functional and communicative uses (Richards & Rodgers, 1989:71). Furthermore, the fourth, which is the last assumption clarifies that learning the primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse (Richards & Rodgers, 1989:71). For instance, by knowing the categories of functional and communicative meaning of language, language learners can adjust the language level they want to use when they talk to kids or adults.

The four assumptions having been mentioned before clearly emphasize that the use of language according to CLT is meant for practical reason. It is communication. The assumptions, therefore, require the language teachers to deal with the classroom activities in which its learners can interact and communicate using language.

As one of the approaches in teaching, CLT also has its own basic assumption about language teaching. Allwright, as quoted by Setiyadi (2006, p. 150) states that communication practice is believed to develop linguistic skills. Thus, the role of teacher is likely to be teaching communication via language, not teaching language via communication. In other words, activities conducted in the classroom will automatically influence the language learners to develop their linguistic skills since it involves real communication to promote learning. The language learners will learn the target language and use the language to carry out meaningful tasks optimally when they communicate in the language.

English is one of compulsory subjects taught at most of the schools since it is a global language spoken in the worldwide communication. Therefore, learning English is significant so its learners at least can deal with global issues through communication. The thing is that when English is taught at school, its students do not really perform their engagements to the classroom activities. This is because the teacher does not provide appropriate classroom activities that can encourage the students' engagement.

Savignon, as quoted by Nunan (1999) argues that the development of communication skills built on a model of communicative competence. Communicative competence itself is related to the ability to function in a truly communicative setting – that is, in a dynamic

enhance in which linguistics competence must adjust itself to the total informational input, both linguistic and paralinguistic (Nunan, 1999). In the process of enhancing speaking skill, the language learners often find some difficulties that finally make them reluctant to speak up in English.

Nunan (1999) mentions five principal factors accounting for the reluctance of students to speak up in class. The factors are students' perceived low proficiency in English, students' fear of mistakes and derision: Students' were afraid of making fools of themselves in front their peers, teachers' intolerance of silence, uneven allocation of turns, and incomprehensible input.

To practice speaking in English, language learners need to boost their speaking confidence by developing their learning strategies to practice speaking in English. It is because the more learning strategies language learners develop the greater confidence they will gain (Nunan, 1999). Otherwise, if the students are not confident enough to speak up, they will not achieve significant progress to improve their speaking ability.

When somebody feels unconfident to speak up in front of people, he seems to get a terrible feeling of fear or nervousness (Matthews, 1994). This is a common thing that language learners particularly face when they practice speaking in English. Hence, building speaking confidence is needed to improve speaking ability through practice since confidence is learned through process (Goel, 2012).

As Miyata points out (2001), an individual's confidence can be seen from several things. They are stance, facial expression, and gesture. Those three aspects cannot be separated because they do support each other. Therefore, the teacher is supposed to be able to identify whether the language learners have already performed the four things as mentioned before. In this case, the teacher needs to conduct a student diagnostic assessment, the data of which is taken from the students' English competency and behavior in the classroom.

Stance deals with an individual's attitude delivering his speech. The ways the speaker conveys a positive or negative attitude toward the audience will ultimately affect how the audience accept and respond him (Miyata, 2001). A speaker, for instance, is delivering a speech by standing in a strong position. It is a position of power, as long as the audience is seated paying attention to him. This kind of position enables the speaker to move about, perhaps closer to the audience at times for participation. Basically, stance has its benefits to develop confidence, audience management skills, observation skills, and awareness of body messages. In a conclusion, having an appropriate stance does help the speaker get the expected response from the audience. The more attention the

audience gives the more confident and controlled the speaker will appear (Miyata, 2001).

The second aspect is facial expressions. Facial expressions let the face do the talking. It means that certain facial expression does support a speaker to convey the meaning of what he is talking about (Krauss et al., 1993; Miyata, 2001). For example, somebody will show an excited look when he tells good news. Otherwise, he looks sad if he tells a dramatic event, for example. Therefore, the more expressive a speaker is the more accurate the meaning he delivers will be (Miyata, 2001; Wesson & Paulford, 2009).

Gesture deals with hands movement. In this case, gesture lets the hand do the talking (Krauss et al., 1993; Miyata, 2001). Its benefit is to develop awareness of communication through body language, body control, and ability to manage an audience (Miyata, 2001). It is because the body language conveys messages, even though the speaker says nothing at all. Besides, by doing certain gestures, a speaker will automatically look confident (Miyata, 2001). A speaker looks more relax when he delivers his speech as well as doing certain appropriate body movements.

In fact, CLT students are required to achieve the learning goals, including in English language learning since by knowing the goal, the techniques and procedures can directly be arranged to achieve it (Paulston & Bruder, 1976; Nation & Newton, 2009). Therefore, in order to know the appropriates techniques and procedures, the writers propose an assessment named students diagnostic assessment to employ in class so that teachers can create conducive classroom atmosphere for the students to get involved in. In this case, the writers conducted research, the instruments of which were questionnaire and Focus Group Discussion (FGD). The questionnaire employed here is close-ended-item questionnaire that provides limited choices to answer and uses simple, clear, and unambiguous language (Leedy & Ormrod, 2005). There were 10 respondents in the questionnaire section while there were 5 respondents in the FGD. In this stage, the writers recorded the respondents' perspectives on the significance of student diagnostic assessment in CLT by giving the 10 questions in the questionnaire and 7 questions in the FGD. The questions are clarified on table 1 on page five.

To collect data, researcher asked some teachers to fill in the questionnaire prepared. There are two different diagnostic assessment domains that are asked in the questionnaire:

English competency, and behavior. For each domain, five questions are asked. The first question for both domains asks whether the teachers use CLT as their teaching approach. This question is aimed to confirm that the teachers as respondent are relevant to the study. It is found that all the respondents use CLT in their teaching, which means the respondents are all relevant to this study.

Table 1. Research Instruments (Questionnaire and FGD)

English Competency	Yes/No	Behaviour	Yes/No
Do you use CLT (Communicative Language Teaching) in your class?		Do you use CLT (Communicative Language Teaching) in your class?	
Do you assess your students' English competency at the very first meeting?		Do you pay attention to your students' behavior in class at the very first meeting?	
Do you use any particular tools in doing the English competency assessment?		Do you use any particular tools in doing the behavior assessment?	
Do you find that assessing your students' English competency at the very first meeting helps you to achieve your teaching goal?		Do you find that assessing your students' behavior at the very first meeting helps you to achieve your teaching goal?	
Do you project that to your students' future engagement in your class?		Do you project that to your students' future engagement in your class?	
Focus Group Discussion: Why do you use CLT in class? How do you define student's engagement in class? Does it have something to do with student's behavior? Do you agree that knowing students' personality at the first meeting important? In what way does your assessment at the very first meeting help you to improve your students' engagement in class? How do you assess your students at the first meeting? What method or instrument do you use? Have you ever found that your assessment was wrong and resulted in inappropriate teaching? Do you think you can assess your students' behavior more accurately if you are told how to do it by professionals or reviewed references?			

The second question for both domains asks if respondent does the students English competency and behavior diagnostic assessment at the first meeting. Besides confirming respondents' relevancy to the study, this question is aimed to find how the respondents see the importance of student diagnostic assessment. For this question, 90% of the respondents answer "yes" for English competency diagnostic assessment. It shows that until this layer, the respondents are relevant to the study conducted, except one, and implies that the

particular respondent does not see English competency diagnostic assessment important. For the students' behavior diagnostic assessment, all the respondents elicit that they do that. It implies that the respondents see a diagnostic assessment generally important, and that all the respondents are relevant for the study.

The third question asks further about the way respondents conduct the diagnostic assessment. The third question asks if there is any particular instrument or tool that the respondents use to assess. From the filled in questionnaire, it is found that in the column of English competency assessment, 6 respondents out of 9 who conduct English competency diagnostic assessment are equipped with particular tool/instrument in doing the assessment, while the rest is less equipped. The number shows exactly that those who do not use any tool in assessing are minor. Reflecting to their teaching experience and the essence of being English teacher, the writers believe that they must have certain justifiable consideration in not using any instrument and tool in conducting diagnostic test. Referring to the students' behavior diagnostic assessment, the finding tells different thing. It is found that 60% of the respondents do not use any instrument in conducting so. It says that the majority is clueless about the manual and instrument to do so since assessing behavior is not the expertise of English teacher that is not even habituated to any psychological assessment practices.

The fourth question asks if the assessment helps them in achieving the teaching goal. This question is aimed to confirm if the assessment conducted is significant to enhance the teaching and learning process in class. All the respondents who conduct the diagnostic assessment for both domains express that they are helped by the assessment they carry out. This implies that on daily basis, based on the practitioners being involved in this study, diagnostic assessment both for the English competency and behavior plays a positive role for the teaching.

The last question asks if they use their assessment result at the first meeting as the reference to students' future engagement in class. This question is asked to figure out the big picture of the significance and validity of the assessment done by the particular respondents. The data says 6:3 use the English competency diagnosis assessment as their reference to predict students' future engagement in classroom. On the other hand, an interesting phenomenon comes from the students' behavior diagnostic assessment domain. Nine

respondents say "yes" to the question and one says "no". Assuming that they use very minimum instrument in assessing, the validity of the assessment result may be questioned. Yet, the last question's answers show how the respondents, regardless their process in assessing, are confident with the assessment result that they project it to students' future engagement in class. Although, there is one respondent who does not use any tool in assessing and that particular respondent at once does not use the assessment as a future engagement projection. Regarding how they see this assessment as important and helpful component of their teaching, if the validity is not proven, that it may affect their classroom in potential error. Thus, this particular question becomes the general basis of the focus group discussion.

After getting the big picture of teachers' perspective of the role of students' diagnostic assessment through the questionnaire, the writers conduct focus group discussion to dig out further information and more comprehensive data. As written in the table earlier, there are seven questions being asked. In this data collecting, the writers involve 5 respondents, the intended respondents, by considering the result from the questionnaire. Those invited to the FGD are the most relevant respondents to the study who conduct the behavior diagnostic assessment and represent various phenomena in the answers.

The first question discusses the basis of using CLT in the class. The discussion goes very dynamic that the respondents come up with various point of view and interest. There are several important points noted by the writers. There is a belief that the teaching needs synergy between the students and teacher that can be built by having mutual objective in conducting activities, and building intense teacher-student interaction and communication. The other belief supporting the previous one is that language is a set of skill needs to be used not only known. Therefore, the respondents justify that CLT is appropriate because students need to be familiarized with and habituated to the use of English. The most effective way they can use so far to achieve that goal is by getting the students actively involved and participates in classroom activities. One other benefit mentioned by one of the respondents in using CLT is that when students use the language in classroom, this circumstance enables teachers to elicit students' authentic English competence. It helps the teachers to do adjustment in arranging material and activities appropriate for students.

The second discussion is on the respondents' perception of students' engagement definition, and criteria. The discussion defines that students' engagement can be performed in many kinds of response. Active response such as answering

questions, asking for questions, and taking part in classroom activities can be categorized as engagement. Regardless how passive the following activities are, but the respondents believe that engagement does not always have to be spoken things. Making eye-contact to teacher, nodding, or even just being on task are also categorized as engagement. Briefly, engagement can be both the positive and negative response. The respondents also add that the response is not exclusively to the teacher. Yet, responding to the peers such as cooperating to accomplish group work, or helping peers to finish a task is also an engagement. Connecting this perception to students' basic behavior or personality, following is the discussion. Some students with basic quiet personality are usually assumed bad in engaging class activity, but the respondents agree that teachers can still engage them, but the engagement may not be optimum or not as good as students with interactive basic personality. Those quiet students may not actively participate in the classroom activities, but as long as they are on task, the respondents agree that it is still engagement basically justifiable. A respondent comes up with a common case of students being very passive and quiet in English class. The particular respondent has done further survey about the student by asking the peers about his behavior on daily basis in other class. The peers elicit that this particular student is very active, cooperative, and talkative in other classes and to the peers in casual context. Presumably, the discussion goes to a consideration that this case may be affected by other factors such as language anxiety and confidence. The discussion concludes that engagement depends on students' personality and behavior. Different students may engage in different way and gives different type of classroom participation.

The next two questions discuss how assessing students' behavior at the first meeting help teachers in planning instructional design as well as in enhancing students' engagement. All the respondents agree that conducting the diagnostic assessment is very helpful. By knowing the students' behavior, teachers can plan some reactions or response to the students' attitude in class. In planning instructional design, teacher can play tricks to get the students participate in the classroom by adjusting activities that may be interesting for the students. Giving kinesthetic game may work very well for the class with active and easily-get-bored students, yet this may not work for other class. The respondents also admit that it is a long process of trial and error. After observing

students' behavior, teacher draws a tentative conclusion then plans an instructional design appropriate for that typical students, but then it is failed. In this time, teacher needs to modify or try to do further, more comprehensive observation.

When the writers ask how they assess students behavior at the first meeting if they do not use any specific tool or instrument, the answers refer to "teacher's common sense". They use their common sense equipped with their experience to observe students' facial expression, body language, sayings, frequency of response, and eye-contact to elicit students' characteristics. Usually, some students who avoid eye-contact are shy and quiet students. That is the example of the tentative conclusion teacher draws after the first meeting. Further, they usually draw tentative conclusion based on that observation on who is the leader of the class, the clown, the trouble maker, or the dominator. Interestingly, there is a respondent who has particular method to elicit students' characteristics. In the introduction session, she asks the students to symbolize themselves and explain how they are similar to the symbol. For example, a student uses rose to symbolize herself and explain that she is beautiful but dangerous. By doing so, teacher can draw a conclusion that this particular student has good confidence and is extrovert. Although the method is very interesting, but the tentative conclusion drawn is still on teacher's common sense basis.

In the sixth question discussion, the respondents admit that very often, they are mistaken in assessing. They find that their assessment over the first meeting's observation is wrong or inaccurate. For example, some students who look very quiet and shy at the first meeting is then performing totally different behavior at the next meetings. Even there is a respondent explaining a case that she has two different classes with the same characteristics, mostly active. She applied karaoke quiz for one class and it worked very well as a lead in. The same activity turned out to be very different in the other class although the characteristics of students, she thinks, is the same. Karaoke quiz does not work for that class, but simple games like BINGO, guessing, and miming do. She realized that she actually missed to consider students other background. She admits that she should have considered the students other classes that they usually only listen to lecture, ask for question and answer, take notes, and do assignments. This shows that experienced teachers even cannot always assess students' characteristics validly due to several factors.

Following up the previous question, the discussion goes to teachers' perspective on improving teachers' skill in assessing students' behavior. The respondents believe that regarding

the errors and inaccuracy of assessing that be the barrier in achieving the goal CLT, they can assess better if they are told by a professional using a specific study to do it. The examples that respondents promote are drawing and graphoanalysis. Teachers may ask students to draw an object, and teachers can analyze the drawing using the skill and theory promoted earlier by the professional. Besides that, teacher can ask students to write a short writing, and then teacher analyzes the handwriting using the skill and theory. Some respondents inform that they were previously taught in the teachers training faculty the types of learner, and they agree that this is a very helpful and valuable knowledge. The problem comes up, when they know that they have to adjust their teaching to the way learners learn, but they are not well-equipped on how to assess the students learning style. They think that after they are told about the types of learner, they should be able to assess students to categorize them then adjust the teaching. The discussion also admits that there may be a problem with time. They should allocate special time to do it. Understanding the problem, the discussion promotes a psychological test or TPA (*Tes Potensi Akademik*), a test to measure students' potential in learning. Some education institutions have conducted that test but not as a reference for teaching, but mostly for the requirement and consideration for accepting students. The respondents believe that they should have given the test result as a reference for teaching.

As one of the English skills, speaking skill takes an important role for its language learners to achieve language competence. Moreover, speaking skills deal with a way to communicate our ideas and messages orally (Efrizal, 2012; Sarkis, 2012). In other words, speaking skills are related to the way people communicate certain thoughts and feelings with spoken language.

Nation and Newton (2009) divide speaking into two types. The first one is informal speaking. Brown as quoted by Nation and Newton (2009) points out informal speaking typically involves tasks where conveying information is not as important as maintaining friendly relationships. It more focuses on interactional speaking. Otherwise, formal speaking requires the language learners to use language under difficult and demanding circumstances that will potentially stretch the boundaries of skill development.

CONCLUSSION

CLT is popular among English teachers. The discussion of this study has drawn to a

thought that students' engagement is significantly important to the classroom conduct. Without students' engagement, students are not exposed to the use of the English as a communicative language. Students' engagement is seen as an attitude that affected by students' property such as behavior, personality, characters, and background. Under this perspective, teachers are required to do a diagnostic assessment to those students' property to be able to get the students engaged to or participate in classroom activity.

By common sense and experience, teachers have been indirectly conducting that assessment in the first meetings. Due to the non-standardized procedure and no scientific exposure to teachers about that study, some errors and invalidity occur. Respondents even mention it as a trial and error. The perception in this study shows that teachers will be able to conduct the assessment more accurately and efficiently if they are trained and told how to do it. The suggestion proposed through this study is that in teachers training faculty, it is important to train and inform the teacher candidates the procedure and instrument to do the students' behavior diagnostic assessment. For further researchers, this study may be used as a reference to conduct deeper analysis on the potential practical procedure and instrument teachers may use.

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AN ANALYSIS OF THE CHARACTER BUILDING VALUES ON THE RON CLARK STORY MOVIE SCRIPT VIEWED FROM INDONESIAN NATIONAL CHARACTER AND CULTURAL EDUCATION

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ABSTRACT

This study was aimed to describe the character building values on The Ron Clark Story movie script viewed from Indonesian National Character and Cultural Education. The writer used a qualitative research to find out the valid data. The technique of collecting data that was applied by the writer was observation method. The data which had been collected were analyzed by using the values of Indonesian National Character and Cultural Education. After investigating the data, the writer found some values of character building. There were sixteen values of character building that found in the movie The Ron Clark Story. Those were twenty three items; one item as religious value, one item as honest value, one item as tolerant value, two items as discipline value, one item as hard-working value, two items as creative value, one item as independent value, one item as curious value, two items as patriotic value, three items as a value of appreciating the achievements, one item as inclusive/communicative value, one item as peace-loving value, one item as studious value, two items as environmental care value, two items as social care value, one item as responsible value. The most values of character building in The Ron Clark Story movie was a value of appreciating the achievements. Therefore, by watching the movie both teacher and students not only get an entertainment but also get the good messages or character building values which can be applied in the teaching and learning process primarily. Moreover, they can learn to practice their speaking competence by using the movie in English class.

Literature is the art of written works by using beautiful language. Literature often attempts to convey something important about real life, because the literature as the expression of individual person in the form of experience, thoughts, feelings, ideas, and enthusiasm.

Mustofa (2014: 1) states, some people divine literature as the expression of thoughts and ideas in a language. Literary works like poems, short stories, novels, plays or dramas, and movies are very interesting to read and watch. People are not only getting pleasures from them, but also get something to learn about life. All the forms of literature above, movie is one very popular form.

According to Arsyad (1997: 48), movie can present information, explain the process, explain complex concepts, teach skills, abbreviate or extend the time and affect attitude. But, the movie also has negative impact. Many children watch negative movie such as horror, romance, and conflict. After they watched the negative movies, they would have an aggressive behavior such as fighting, doing sexual action, drinking alcohol, etc.

According to Bushman & Huesmann (2001), "The children most at risk of forming aggressive behavior when they become young adults are those who watch a steady amount of television violence, perceive it as realistic, and identify with the aggressor. So, as the teachers we should choose a good movie for our students to learn good character values in which presented in the movie.

Therefore, the writer has chosen an educational movie The Ron Clark Story that describes educational character building values. The movie talks the real life of a teacher, named Ron Clark.

By taking the character values from movie The Ron Clark Story, it is hoped both of the teacher and students or readers get more insights in solving their problems primarily in education. Derived from the illustration, the writer is interested to conduct a research entitled An Analysis of the Character Building Values on The Ron Clark Story Movie Script Viewed from Indonesian National Character and Cultural Education.

Character building is the way to build mental and ethical traits marking a person or personality. Character or personality of someone is based on formation from the society. The best way to shape personality is an education by inserting educational personality in the teaching and learning process. The government has the commitment for shaping character of Indonesian student as follows: character and culture is a part of national education, developing comprehensively character and culture as a cultural process, revitalization of national character (Mustofa, 2014: 56).

Based on Pengembangan Pendidikan Budaya dan Karakter Bangsa (2010, 25-30), there are eighteen values of character building. *Religious*. It means that the act or attitude, and utterance must be connected with his/her belief/religion. For example, the teacher asks the students to pray before starting and ending the class. *Honest*. It means that the act of someone' s based on the effort to make him/her-self can be trusted in utterance and action by someone else. For example, the teacher asks the

students not cheating during the test, and always speak the truth, etc. *Tolerant.* It means that respecting someone else in many aspects or giving the same treatment without distinguish religion, physical appearances, behaviour, opinion, culture, and tribes. For example, although the teacher and students or among students have different culture, language, religion, or color of skins in the class. But, they must be tolerant in many aspects.

Discipline. It means that the act that shows controlled or ordered behaviour and obedient to the rules. For example, the teacher always comes to school on time, the teacher asks the students to respect and follow the rules at school, and the teacher gives the students punishment if they break the rules. *Hard-working.* It means, the act that shows the real or best effort to finish the duty as well. For example, the teacher always shows to his/her students that he/she is a hard-worker and always asks the students to be hard-workers in doing anything especially in preparing the final exam.

Creative. It means that people think and do something logically to produce the newest result or way. For example, the teacher always try to be creative in creating situation inside or outside the classroom. *Independent.* It means that people do the duties by themselves without depends on somebody else. For example, the teacher always asks the students to do their duties or their final exam independenty or not cheating.

Democratic. It means that the way to think, to act based on the same right and duties between him or her with someone else. For example, every student has the same right and duty to be a captain in the class even they are a girl or a boy. And then, they choose the captain of the class by using democratic system for election. *Curious.* It means that people always try to find out something whatever they learn, see and hear deeply and widely. For example, the teacher tries to give teaching method which can grow the students' curiosity on something to learn. *Nationalistic.* It means that the way of thinking and acting that gives a priority to the importance of nation above the importance of individual or group. For example, the teacher ask the students to join organization, PRAMUKA, and ceremony every Monday.

Patriotic. It means that the way of thinking, acting, or proud of language, environment, social, culture, economic, politic and country. For example, the teacher asks the students to consume local products than foreign products, using national language in their communication, showing the picture of president and the viece of president in the class and the world map, and display the flag. *Appreciating the Achievements.* It means the act or attitude that encourage him or her-self to produce something useful to society, and gives respect and confession to the other's success or achievement. For example, the teacher motivates students to get the best score in final exam, or the teacher gives a respect for the students' creativity result.

Inclusive/Communicative. It shows enthusiastic or happiness when he or she talks, interacts, and works together with someone else. For example, the teacher always listens the students'

complaint and then he gives solution, or in communicating the teacher is not keeping distance between both of them. *Peace-Loving.* It means that our act, utterance, and attitude that cause someone else feel comfortable and safe for our presence. For example, the teacher asks the students to evoid any violence such as fighting, bullying, or he creates the peaceful classroom atmosphere during teaching and learning process, etc.

Studious. It shows an act and attitude to motivate him or her-self , or his/her own students like to read any kinds of book in order to get much information and to improve their knowledge. For example, the teacher advices the students to read many types of book, and also advices them to go to the library, or the teaching and learning that motivate the students using references. *Environmental Care.* It shows an act and attitude which endeavor to prevent the damage of the environment and endeavor to repair it. For example, the teacher asks the students to clean the class, or provides rubbish box in the school.

Social Care. It means that an attitude and act which always wants to give contributions to someone else and the society that needs help. For example, the teacher asks students to give empathy to their classmate, or to do social action such as making an annual program to collect some money or some cloths, and then give to the victim of disaster, or helping his/her friends who need help. *Responsible.* It means that act and attitude of someone to do his/her duties that he/she should do for him/her-self, society, environment (nature, social, and culture), nation and God. For example, the teacher asks the students to do their homework,be responsible for their homework.

To know the description of the character building values on movie, it is proved by the provious studies which written by Desia (2014: 52), as a student of STAIN Salatiga, stated in her research undertitle An Descriptive Analysis of Character Building Values Seen in I AM SAM Script. The researcher was try to find out the kinds of character building values on movie I AM SAM and how does the movie influence both the teacher and students to learn or be having good and politely in the teaching process. The result research showed that there were eight character building values in the movie; such as two items as a honesty value, two items as a bravery value, one item as a peace ability value, two items as a self-reliance value, one item as a self-descipline value, two items as a loyalty value, one item as a respect to others value, five items as a love and affection value. And also the movie gives influence for them; when they are talking to other they use polite utterances. The students and teacher could practice the good values in their school, the students like greeting and shake hands to the teacher, and the teacher gives a reward to the students, like give smile as expressed and seen in the movie. A teacher with character demonstrates that integrity is a pressed possession. Teacher with character serves as role models for telling the truth, respecting others, politely, accepting and fulfilling responsibilities, playing fair, earning and returning of the roles. Teacher with character teach their students that individuals make morally principled decisions through the moral reasoning process.

The result of the research convinced the researcher to conduct a research dealing with the analysis of the character building values on a movie. The objective of

this research is to describe the character building values on The Ron Clark Story Movie Script viewed from Indonesian National Character and Cultural Education.

METHOD

The general methodological approach of this study is a narrative analysis in which the researcher analysed the story chronologically and examined data to answer the research problem. According to Heigham & Croker (2009: 46), At the heart of narrative inquiry is a story or a collection of stories .... A story can be research when it is interpreted in view of the literature of a field, and this process yields implications for practice, future research or theory building.

The researcher used a descriptive qualitative research design. The researcher attempts to describes the process and gets deep understanding from the words, phrases, and sentences or script from the movie. According to Bogdan & Biklen (2007:5), Qualitative research is descriptive. The data collected take the form of words or pictures rather than numbers. The written results of the research contain quotations from the data to illustrate and substantiate the presentation. The data include interview transcripts, field notes, photographs, videotapes, personal document, memos, and other official records.

Using the script of The Ron Clark Story Movie as the primary data source, and using some theories derived from a library book to describe and analyse The Ron Clarck Story movie script.

In this research, the researcher used an observation to collect the data. The obtained data was classified to find out words, phrases, and sentences in the movie script which indicate the character building values. According to Patton (2002: 4), fieldwork descriptions of activities, behaviors, actions, conversations, interpersonal interactions, organizational or community processes, or any other aspect of observable human experience. Data consist of field notes: rich, detailed descriptions, including the context within which the observations were made.

Some steps of the observation to collect the data towards movie script, they are (a) selecting the movie carefully; (b) watching the movie; (c) reading the script until you understand the chronology of story in the movie; (d) try to find out the theories which support this study.

In this research, the researcher has to prove whether his analysis could answer the problem statement or not. In other word, it will influence the validity of the result of study. According to LeCompte & Schensul, 1999), Analysis involves working with the data, organizing them, breaking them into manageable units, coding them, synthesizing them, and searching for patterns.

In analysing the data, the researcher applied these following steps: (a) watching and learning whole the movie supported by reading all the movie scripts; (b) classifying character building values; (c) codification; (d) describing the data; (e) making conclusion based on the data analysis.

FINDINGS AND DISCUSSION

Based on the objective of the research, here the researcher described the character building values on The Ron Clark Story Movie Script viewed from Indonesian National Character and Cultural Education.

Religious. The data shows that Mr. Ron Clark asked the students to take a reast after they had studied hard, and he tried to be believed and prayed for his students good luck in order that they can pass the state exams. *Honest.* The data tells that Mr. Ron Clark asked to Badriyah whether Julio was doing, she said honestly without afraid that Julio took a bet on Mr. Ron Clark when he was gonna leave their school. Because at the time, the students did not like Mr. Ron Clark, they wanted Mr. Ron Clark as soon as quit from Inner Harlem Elementary School.

Tolerant. In the data, Mr. Ron Clark gave attention to his student who came from India, he knew that it was hard for Badriyah to understand the questions in the state exam because she had a different language and culture, but he believed on Badriyah could finish the state exam perfectly. *Discipline.* The data shows that Mr. Ron Clark was a discipline teacher, he reminded his students to make line to go to the lunch room, but they complained they did not want to make line. He asked his students to respect and follow the rule number 3, if they broke the rule, they did not get the lunch. The data shows that Mr. Ron Clark was an explicit teacher, he asked to Shameika who cutted in line until she admitted that she had cutted in line, if Shameika did not admit her mistake, all students did not have lunch.

Hard-Working. In the data, Mr. Ron Clark showed to his students that he did not only asked his students to be hard-workers in doing anything especially in preparing the state exam. But, he showed that he was a hard teacher to finish the duty as well before the state exam would be begun. He wanted to change his students to be smart students, he must worked hard to do it. *Creative.* From the data above, the teacher tried to avoid the students' fighting when they wanted to go to the lunch room, he created the condition as well by putting their gums in the jar, so all students might not eat before they put their gums in the jar. On the dialogue, we know that the students complained because the teacher would teach them a grammar. But, he tried to create an effective teaching and learning situation or an innovative teaching technique by drinking all chocolate milk in the table after every 15 seconds. Afterwards, the teacher gave students a question about grammar, one of them had answered it, then they saw him puke in the class, they were laughted. From this, they began to learn and love Mr. Ron Clark.

Independent. Based on the data above, Mr. Turner gave students suggestions before the final test or state exam began. To keep good situation, he provided them an additional pencil just raising their hand, it will be provided, then he asked them not to talk as long as the test, because it would disturb the others. All students did the state exam quietly and independently. *Curious .* The data shows that since Mr. Ron Clark got here, the students had not listened to him once. Then he tried to showed them all chocolate milk in the table, the students did not understand whether he provided in the table, they saw him like crazy man. Then he gave them a choice, to be strangers or a family, if they wanted to be a family, he

asked them to make a deal to listen and learn together in the class.

Patriotic. From the data above, the teacher asked the students to know America history began from the revolutionary war industrialism, the civil war, and the civil rights movement. And then, he asked them to learn all 42 presidents of the united states in order. It showed that they learn to be proud of their own country. The data showed that Mr. Ron Clark had taught the students the history of USA as a tribute to the leaders of the USA which had fought the revolutionary war so that they could be free. He gave them a song of USA history in order that they will be easy to remember names of presidents, what and when happened.

Appreciating the Achievements. The data shows that an appreciation had been given by a teacher to Mr. Ron Clark, because his fifth grade students always got number one in the test for the fourth year in a row. She had given him a surprise by writing his name Ron Clark 1994. It was done to remember that there was a successful teacher in teaching, and educating his students at 1994. Based on the data, Mr. Ron Clark gave the students candy because they had got A scores about game of USA history. It was an appreciation which had been given by a teacher to his students in order that they had enthusiasm in preparing her/him-self for following the state exam.

Inclusive/Communicative. From the data above, the teacher was always ready to listen the students' complaint, it was proved that he had given the students his phone number. The students can call him if they had any troubles, need any advices, or any questions about their homework. *Peace-Loving.* The data shows that Tayshawn fought with Julio in the class, then the teacher came and asked them to not fight each other. But, Tayshawn was so angry and out of the class, the teacher chased and asked him to came inside the classroom. So, the teacher' s attitude showed a peace-loving. *Studious.* The data shows that Mr. Ron Clark' s teaching had motivated his student, Badriyah. It was proved since Mr. Ron Clark came and taught the students in the school. Badriyah like to read some books in order to get much information and to improve her knowledge.

Environmental Care. From the data shows that Mr. Ron Clark had an environmental care value. He had cleaned and managed the class orderly after his students damage the property of the class, but Mr. Turner was still shock when he saw the class changed than before. He did not like Mr. Ron Clark' s way. He wanted the class like before. *Social Care.* Based on the data, when Mr. Ron Clark saw the students who had problems with learning, discipline, and social skills, he had a challenge to teach the class. But, Principal Turner did not permit him because last year 6 teachers stop teaching in the class. Mr. Ron Clark tried to force himself to teach the class, he wanted to show to Principal Turner, their parents, and themselves that he could make them to pass the state exam on may. Based on the data, Mr. Ron Clark did not see Tayshawn in the phantom of the opera, he asked their parents to keep their children, he looked for Tayshawn, he came inside to the house' s Tayshawn, but he just saw the drawing in the wall, he knew that Tayshawn had done that. He went out of the house. Then he found Tayshawn in the trash can. After that, Mr. Ron Clark brough and asked him to stay in Principal Mr. Turner's house.

Responsible. The data shows that Mr. Ron Clark was a responsible teacher, his duty as a teacher was to teach, educate, and guide his students. It was done by Mr. Ron Clark, because Tayshawn got B score for his task, then he asked Tayshawn to correct his wrong answers.

So, based on the data analysis the researcher had found that there were sixteen values of character building in the movie The Ron Clark Story. Such as; a religious value, a honest value, a tolerant value, a discipline value, a hard-working value, a creative value, an independent value, a curious value, a patriotic value, a value of appreciating the achievements, an inclusive/ communicative value, a peace-loving value, a studious value, an environmental care value, a social care value, and a responsible value.

CONCLUSION AND SUGGESTION
Conclusion

Referring to the findings and discussion, it can be concluded that the researcher has found some character building values in the movie. There are sixteen values of character building that found in the movie The Ron Clark Story. Those are twenty three items; one item as religious value, one item as honest value, one item as tolerant value, two items as discipline value, one item as hard-working value, two items as creative value, one item as independent value, one item as curious value, two items as patriotic value, three items as a value of appreciating the achievements, one item as inclusive/communicative value, one item as peace-loving value, one item as studious value, two items as environmental care value, two items as social care value, one item as responsible value. The most values of character building in The Ron Clark Story movie was a value of appreciating the achievements.

The movie is one of the best films. It is highly recommended to inspire not only teachers or educators but also ordinary people who have the great goal of dream. The movie also has provided them the character building values which can be a learning principle for the teachers who have some problems of classroom atmosphere and students' achievement. Therefore, by watching the movie both teacher and students not only get an entertainment but also get the good messages or character building values which can be applied in the teaching and learning process primarily. Moreover, they can learn to practice their speaking competence by using the movie in English class.

Suggestion

The first, watching a movie can entertain and also show us some messages or character building values that are very important to be applied in our daily life. Here, we should be a good audience. The second, the character building values in the movie can be taught to the children from beginning, not only taught in a family, but also in a school and society. The last, as we know that Indonesia has many problems in criminality such as racism, ethnic war, corruption, rape, etc. So, by teaching the character building values for young generation is hoped to be able to solve the problems above.

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THE ANALYSIS OF ELEMENTARY SCHOOL STUDENTS' THINKING PROCESS IN COMPREHENDING MATH COUNTING OPERATION APPLICATION BY PROVIDING SCAFFOLDING

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ABSTRACT

The researchcarried out when seeing the fourth grade elementary school students' unique results answer of mathematic counting operation application topic.Those answers described their capabilities of mathematic counting operation is still low. The purpose of the research is to achieve the students' thinking process description, the difficulties, and scaffolding given.This is descriptive qualitative research.The data obtained from the tasks given to the students to recognize the students' thinking process before getting scaffolding. Six students were chosen with different mathematiccapabilities; high, middle and low. The chosen students' experienced clinic interview and scaffolding to have their thinking process. The analysis data shows that the thinking process classified into two categories, instrumental thinking process and relational instrumental thinking process. The students got many difficulties in converting the problems into mathematicsentences, and doing counting operation (subtraction, multiplication and division). The difficulties can be maintained by scaffolding. With the research findings,the researchers suggests the teacher to use scaffoldings technique in learning process by noticing the students' comprehension on mathematic counting operation concepts.

Keywords: *thinking process, mathematic counting operation, scaffolding giving.*

Counting operation is one of the topics studied to simplify and to solve daily life problems. Mathematic counting process consists of addition, subtraction, multiplication and division. It can be seen in 2013 curriculum syllabus at 4.1 basic competency of elementary school grade three,"Solving the problem that has relation with addition, subtraction, multiplication,division, complete number, time, length and weight, check the correctness and state its mathematic sentence and expressing by theirown sentence".

The students get the difficulties in applicating counting operation to solve the problems in daily life so far. Sidik, (2014) states "Generally, the students have difficulties in step of comprehending questions.The students have low comprehension concept, so the students do the mistakes in converting the questions to the mathematic model."The difficulties is not caused by the lack of students capabilities in counting, but it is because the students can't comprehend the problems. Comprehendingmathematic concept is one of the purposes of mathematic learning.Depdiknas (2006) stated one of the purposes of mathematic learning is to comprehend mathematic concept, explain the relationship between concept and applicate

concept or alghorithm accurately,effectifely and efficient in problems solving. In fact, the students get difficulties in understanding mathematic concept when they are learning.

In teaching learning process, the difficulties often found when the students acquires the concept. It describes that the students are doing thinking process. They try to integrate new information into their cognitive level. Marpaung (1986) stated "Thinking process is a process that begins from external information findings, cultivating, saving and usethe information back in the future."

The students' thinking process will relate or structurize well based on the students' former cognitive level. The students' former knowledge is not all same, so the difficulties faced will be different. One topic case will be a problem for one student in one condition, but it is may be not for different occasion, Sidik (2014). Basen on the fact above, the teachers are required to know every different students' difficulties. If the teachers has no attention, the problems will be later big obstacles for the students' intelectual development.

In fact, the teachers are not aware that the diffculties are caused of lack attention, comprehension and teachers' role in teaching and learning process. Moreover, the help or

intervention of the teachers do not focussed on the core of students' difficulties. Sometimes, the teachers assist the students when they have mastered the materials, in consequences it disturbs the students themselves. In contradictorary, when the students need help, the teachers ignore them. One of the theories that explain the difficulties of the students and the concepts help giving is Vygotsky construvistm theory.

Vygotsky (in Sidik, 2014) stated social interaction is main factor in supporting someone's cognitive development. One will solve the problems that has higher difficulties after he gets help from someone who has more competent. Vygotsky mentioned that this help is dynamic assistance or scaffolding. Scaffolding giving by the teacher is always done by the teacher in the class but it is not well planned. In consequences, the teacher does not get students' thinking process model when scaffolding done. Students' thinking process description must be more noticed and it can be used as one model to prepare learning plan and process of learning in the future. Based on the facts above, the researchers is interested in getting the description of students' thinking process, the difficulties and given scaffolding to the elementary school students in understanding Mathematic counting operation application.

METHOD

The research describes the students' thinking process level in solving mathematic problem with scaffolding giving.the students thinking process observed with noticing the students' answer result in solving the faced problem. When the students find the difficulties in solving the problem, the teacher proposes questions and statement to give assistance (scaffolding) to the students. So the students can solve the problems. This action is one effort to know the students' thinking process in understanding counting operation application used scaffolding.

This activity will reveal the basic problems experienced by the students when they answer mathematic problems. The next, the teacher observes students' thinking process steps and the assistance needed by the students to solve mathematic problem. The obtained data in this research is verbal data, so it can be grouped into qualitative-descriptive-explorative research.

To know the students thinking process before scaffolding, the researchers gives paper tasks. The tasks used in this research

arranged to know the students' class IV thinking process in SDN Nagarasari 1 Kota Tasikmalayain solving the simple problems that has relation with mathematic counting operation application. The basic problem is the students' difficulties in comprehending essay story questionsinto mathematic sentences and the difficulties to finish subtraction, multiplication and division.

FINDINGS AND DISCUSSION
Thinking Process In Comprehending Mathematic Counting Operation Application

In detail, the students' thinking process in comprehending Mathematic counting operation application occurred in this research can be classified as follows:
Instrumental thinking process

Instrumental thinking process is indicated by the irrelevant students' answer with the questions meaning. The students are not careful in answering and only noticing the numbers available on the questions. This process occurred in S6 when doing Q3.
Relational instrumental thinking process

Relational instrumental thinking process can be seen when the students who try to get the meaning of the questions uses his thinking logic and then theycontinue the counting using algorithmic. The process can be divided into several categories:
Strong relational, strong instrumental

The process can be seen when the students' answer is relevant with the questions meaning. This category occurred in S1, S2, S3, and S4 when doing Q1.
Strong relational, weak instrumental

The process can be detected when the students' answer is relevant with the questions meaning, but the still do the mistakes in counting operation process. They master conceptually, but they technically do the mistakes in the process of counting.This category occurred in S5 and S6when they do Q1, next S1, S2, S4 and S5 when doing Q2.
Weak relational, strong instrumental

The process can be detected when the students' answer is not relevant with the questions meaning, but the students can do counting operation well. They do not achieve the good scores. The students do the mistakes in making mathematic model from the questions, but the students can do the counting operation with the mathematic model made by them. They are still weak conceptually, but they are good technically.

This category occurredin S3 when doing Q2, next S1, S2, S3, S4 and S5when doing Q3.

Weak relational, weak instrumental

The process can be detected when the students' answer is not relevant with the questions meaning and error in calculation. They do questions based on the scope of the questions. The category occurred in S6 when doing Q2.

Based on the research findings explained above, it can be known that the thinking process is the students' cognitive activity in comprehending mathematic counting operation application when solving problems. The thinking process can be detected from the work steps written in their facing mathematic solving problems. In addition, it can be known also by the verbal statements expressed. This is supported by Herbert (in Siswono, 2002:46) stated " Thinking process in mathematic learning is mental activity that existed in one inside thinking. Seeing this fact, to know thinking process can only be observed by the process they do the questions and the results written systematically. In addition, it is supported by deep interview about the way to do the questions."

Difficulties In Comprehending Math Counting Operation Application

Generally, subject is difficult in this phase of changing the story questions into math sentence. The difficulties occur due to subject is lack of comprehending language, sentence or math concept in the questions. It shows that subject have not been able to finish relational comprehension question that is the question that shows the ability of subject in mastering a content related to another content then finish it, (Skemp, 2006). It means that to comprehend the aim of the question and to relate it with math model. According to Michener (Sumarmo, 1987:24) to comprehend an object deeply, someone has to know: 1) object itself; 2) its relation with another similar object; 3) its relation with another different object; 4) dual relationship with another similar object 5) object in relation with oter theories. Another opinion stated by Soekisno, (2002:3) said that:

Questions related to numbers are not too difficult to the subject, but the questions using sentence, are so difficult to the low ability subject in counting. The difficulties faced by subject are not only caused by inability

to count but also the subject does not comprehend the problems. It is caused by the subject is not used to do contextual questions or the story questions.

Subject tries to translate the keywords in the questions directly to finish the problems in the questions. The action done by the subject will direct to the wrong answers. The mistake done by the subject can occur because they are lack of ability to comprehend what to be known and what to be asked in story questions, so that when arranging solution plan and followed by doing counting, subject will do the mistake.

The subjects' difficulties also occur when doing counting operation. The difficulties are caused by the subjects' counting operation concept comprehension is very low. Many subjects have not been able to comprehend the aim of the basic counting operation such as addition, reduction, multiplication, and division. The consequence is the subjects have low ability in operating counting operation. It can be showed by Instrumental comprehension according to Skemp (2006) that the ability of the subject in comprehending specific content algorithmically is not mastered yet well by the subject.

The difficulties that occured in thinking process to comprehend math counting operation application gives the description of the subject that has relational comprehension is less in encountering the difficulties than the subject that only has instrumental comprehension. The subjects' answers that have instrumental thinking are tend to answer carelessly and the subjects' answers that have instrumental relational thinking are tend to have logical construction in finishing the problems.

ScaffoldingIn Comprehending The Application Of Math Counting

The difficulty in thinking of the subject can be revealed and resolved by providing Scaffolding from the researcher. Scaffolding is done after knowing the subject's difficulties. Scaffolding activity in thinking process of the subject refers to the levels stated by Anghileri (2006) are as follows:

Instrumental thinking process

Scaffolding of this level consist of: 1) Asking the subject to repeat reading the questions. 2) Reasearcher provide the opportunity to the subject for comprehending the sentence. 3) Researcher gives an analogy

in the similar case that tend to be more easily understood by the subject. 4) Giving understanding of the concepts related to the material encountered. 5) Asking the direction questions to the subject to be able to understand the case. 6) Asking the subject to do reflection of the answers so that the mistake can be found. 7) Discussing answers and giving direction questions in order that the subjects aware of their mistake. 8) Rechecking subjects' comprehension to the problems. 9) Asking subject to rearrange the answer's design and then correct their work.

Instrumental Relational Thinking Process

Thats are 1) Strong relational, strong instrumental. There is no scaffoldinggiven to these kinds of thinking; 2) Stong relational, weak instrumental. Scaffolding given to these kinds of thinking are as follows: a) Asking the subject to do reflection of the answers so that the mistake can be found. b) Discussing answers and giving direction questions in order that the subjects aware of their mistake. c) Rechecking subjects' comprehension to the problems. d) Asking subject to rearrange the answer's design and then correct their work; 3) Weakrelational strong instrumental, consists of a) Asking the subject to repeat reading the questions. b) Reasearcher provide the opportunity to the subject for comprehending the sentence. c) Researcher gives an analogy in the similar case that tend to be more easily understood by the subject. d) Giving understanding of the concepts related to the material encountered. e) Asking the direction questions to the subject to be able to understand the case; 4) Weak relational weak instrumental. a) Asking the subject to repeat reading the questions. b) Reasearcher provide the opportunity to the subject for comprehending the sentence. c) Researcher gives an analogy in the similar case that tend to be more easily understood by the subject. d) Asking the direction questions to the subject to be able to understand the case. e) Asking the subject to do reflection of the answers so that the mistake can be found. f) Discussing answers and giving direction questions in order that the subjects aware of their mistake. g) Rechecking subjects' comprehension to the problems. h) Asking subject to rearrange the answer's design and then correct their work.

In comprehending math counting operation application, subject encounters four phases, they are comprehending questions, changing questions into math model, doing math counting operation, and making conclusion. In line with Margaret (2006) stated that there are four dimensions of Math comprehension as the base framework in problem solving, they are: (a) reading/extracting allinformation from the question(membaca/ mendapatkan semua informasi dari pertanyaan); (b) real-life and common sense approach to solving problems(pendekatan kehidupan nyata dan akal sehat untuk menjawab soal); (c) mathematics concepts, mathematisation and reasoning(konsep matematika, matematisasi dan pemberian alasan); and (d) Standard computational skills andcarefulness in carrying out computations(keterampilan dan ketelitian berhitung standar).

CONCLUSION

Based on the research result about thinking process done in the fourth grade of SDN Nagarasari 1Tasikmalaya,can be concluded that the subjects encounter two types of thinking process, they are Instrumental thinking process and Instrumental Relational thinking process. Instrumental Relational thinking process consist of four parts, those are (1) strong relational strong instrumental; (2) strong relational weak instrumental; (3) weak relational strong instrumental; (4) weak relational weak instrumental. Besides that there are four phases of thinking process in comprehending math counting operation found in the research, they are question comprehension phase, changing question into math model, doing counting operation and making conclusion. In the question comprehension and changing the question into math model phase are classified into kinds of relational comprehension and the phase do the counting operation and make conclusion classified into intsrumental comprehension.

Generally, the subjects are difficult in comprehending questions phase. Subjects are weak in comprehending concept, and the consequence is the subjects are wrong in translating the questions into math model. Besides that the subjects are difficult in doing counting phase. Most of them encounter the difficulties when doing reduction operation, multiplication, and division. It shows that the ability to comprehend math counting operation application of the subjects (relational comprehension and intsrumental comprehension) are still weak.

Scaffoldingis related to the difficulties encountered by teh subjects in thinking process, such as: First, scaffoldingis giving the opportunity to the subjects for comprehending every sentence and question, giving the similiar analogy case tend to be easier comprehended by the subjects, giving comprehension concept related to the materials faced and giving explanation related to the work procedure. providingscaffolding tend to be more difficult and it needs very long time.; (b) Thats are a) Strong Relational, Strong Instrumental. Scaffoldingis the direction question to look for the other alternatives in solving the problems. b) Strong Relational, Weak Instrumental. Scaffoldingis asking to do reflection to the answers, direction questions so that the subjects can find the mistake. c) Weak Relational, Strong Instrumental. Scaffoldingis giving the opportunity to the subjects to comprehend every sentence in the questions, giving similar analogy case tend to be easier comprehended by the subjects. d) Weak Relational, Weak Instrumental.

Second, scaffoldingis giving the opportunity tothe subjects to comprehend every sentence in the questions, giving similar analogy case tend to be easier comprehended by the subjects, giving comprehension concept related to the material faced and giving explanation related to the work procedures.

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DEVELOPMENT OF SCIENTIFIC APPROACH IN THE IMPLEMENTATION OF CURRICULUM 2013 AT ELEMENTARY SCHOOL IN BLITAR

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ABSTRACT

This study was conducted for the development of approaches scientific approach (scientific study) at the elementary level to the implementation of the curriculum, 2013. The study was conducted because it is known that many teachers in Blitar City is still less than the maximum in applying scientific learning approach in the implementation of Curriculum 2013 scientific approach / approach based organizing scientific process is a learning experience with a logical sequence includes the process of observing, ask, gather information / try, reasoning / associate and communicate. Therefore, we would be positive steps in the development strategy of scientific learning approach in the implementation of the curriculum of 2013. So, that teachers in Blitar City easier to understand and implement scientific-based learning approach.

Keywords: approach, scientific, implementation, curriculum 2013

Orientation curriculum in 2013 is the increase and the balance between competence attitude (attitude), skills (skills) and knowledge (knowledge). This is in line with the mandate of Law No. 20 of 2003, as expressed in the explanation of Article 35, that the competence of graduates qualified in the ability of graduates includes attitudes, knowledge, and skills in accordance with national standards that have been agreed. "The curriculum was developed in 2013 under the terms of juridical requiring that the development of new curricula, the philosophical foundation and empirical foundation. Used thematic approach to integrative / integrated approach to packaging material and scientific / scholarly (scientific approach) in the learning process, "(Majid, 2014: 29).

"The scientific approach or scientific approach is an approach that refers to the techniques of investigation of phenomena or symptoms, acquire new knowledge, or correcting and integrating previous knowledge. To be called scientific, the search method (method of inquiry) should be based on evidence of the object observable, empirical and measurable principles specific reasoning "(Kemdikbud, 2013: 80). Therefore, the scientific method generally includes a series of activities of collecting data through observation and experiment, then formulate and test hypotheses.

The learning process in implementing the scientific approach should be guided by the principles of scientific approach. This approach is characterized by protrusion dimension of observation, reasoning, discovery, validation, and an explanation of a truth. Thus, the learning process should be carried out with guided the values, principles, or scientific criteria. Based on the functions and objectives of the national education curriculum development must be rooted in the national culture, the life of the nation today, and the life of the nation in the future. Education is rooted in the national culture. The education process is a process of developing their potential to become their students and cultural development of the nation. Through educational values and cultural excellence in the past introduced, studied, and developed into the culture itself, the community, and the nation according to the times in which students live and develop themselves. The ability to inherit and cultural development will be owned by the students if the knowledge, intellectual skills, attitudes and habits, social skills provide the foundation to actively develop themselves as individuals, community members, citizens, and members of the human race.

Education must also provide a basis for the sustainability of the nation's life in all aspects of national life that reflects the character of the nation today. Therefore, educational content they are learning not only be a great achievement of the nation's past, but also things that thrive in the present and continuing into the future. New developments in science, technology, cultural, economic, social, political facing society, nation and mankind packaged as educational content. The educational content of the national life today provides the basis for education is always related to people's lives in many aspects of life, and ability to participate in building a better nation, and positioned education is inseparable from the social environment, culture, and nature.

Character Curriculum 2013 The above shows that the government's expectations, the teacher is able to carry out learning that encourage students to become active by using an innovative approach. But the reality on the ground shows the implementation of the curriculum in 2013 has not been in line with expectations of the Government. This means that primary school teachers lack understanding and mastering learning strategies based scientific approach or scientific approach. Learning conditions at this time, through the curriculum in 2013, it is expected that the students were able to formulate a problem (with many ask), not only solve the problem by answering or complete the task alone. Learning is expected to be directed to exercise analytical thinking (teaching how to make decisions) not think mechanistic (routine by simply listening and memorizing alone). Therefore, the need for improvement of the learning process that initially the students just listen to lectures and do the work in the book, toward analytical mindset to apply scientific approach.

The application of scientific approaches to improve the ability to write reports on observations at the elementary level have not been done because it is part of a new curriculum in 2013. But in the training curriculum materials in 2013 made clear that the scientific approach based learning is more effective results compared with traditional learning. The research proves that the traditional learning, retention of information of teachers by 10% after 15 minutes and the acquisition of contextual understanding by 25%. In the scientific approach based learning, information retention of teachers by more than 90% after two days and contextual understanding of the acquisition of 50% to dengan70%.

METHODS

This research was conducted at the elementary level as the city of Blitar. But in the early stages of the trial, Primary School used is SDI Ma'Arif Kota Blitar with research subjects, namely grade IV and V. The characteristics of the students of class IV and V included in the stage of concrete operational capability. So as to balance the need of conditioning classes both in learning activities. Master classes help as a teacher to apply learning models based on the completeness of the study made by researchers that syllabus, lesson plans, books students and Student Worksheet, and learning media.

This research is a development. The focus is on research to develop a product in the form of (1) Teaching materials about the scientific approach to learning, and journaled nationally

accredited as a form of scientific publications. This is in line with the opinion of Ibn '(2013: 3) Research development is not to test the theory, but to develop and test the effectiveness of the approach. Further research and development to produce products as a function of creation to improve the quality of learning.

The research objective of this development to produce the product as a function of development to tackle problems in the learning. Therefore, in development research have the specific characteristics and contextual, problem solving, collaborative, and produce products.

Data were collected with a scientific approach using three ways: (1) direct observation to the object of research (both students and teachers SD), (2) Distribution of the questionnaire to every object of research, (3) documentation.

Data obtained from the three ways have been presented in the table data collectors who have been prepared. The instrument used in this study is: teacher performance tests, questionnaires for students and teachers, the observation sheet and interview guides. Data obtained from this study were analyzed descriptively and percentages. The research data were checked for validity, internal validity is technically checking is done in two ways: (1) checking colleagues are checking the data by two researchers in order to ensure its validity and (2) perseverance observation, that any data obtained to be checked a minimum of twice the checking.

RESULT AND DISCUSSION
Results
Scientific Development Approach

Curriculum 2013 emphasizes on modern pedagogic dimension in learning, using a scientific approach or scientific approach. Scientific approach (scientific approach) in learning include observing, ask, try, processing, presenting, concluded, and created for all subjects. For the lesson, materials, or certain situations, it may be a scientific approach is not always appropriately applied procedurally.

Sudarwan in the training curriculum in 2013 about the scientific approach explains that this approach is characterized by protrusion dimension of observation, reasoning, discovery, validation, and an explanation of a truth. Thus, the learning process should be carried out with guided the values, principles, or scientific criteria.

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The scientific approach is an approach that is characterized by protrusion dimensional observation, reasoning, discovery, validation, and an explanation of a truth. Thus, the learning process should be carried out with guided the values, principles, or scientific criteria.

The scientific approach (scientific approach) are highly relevant to learning theory Bruner. Bruner learning theory called the theory of discovery learning. There are four main things related to learning theory of Bruner (in Carin & Sund, 1975). First, the individual only to learn and develop his mind when he uses his mind. Second, by making the cognitive processes in the discovery process, students gain sensation and intellectual satisfaction which is an intrinsic reward. Third, the only way for someone to learn the techniques in performing the invention is that it has the opportunity to conduct discovery. Fourth, to carry out the invention, it can strengthen memory retention. Four of the above is consistent with the necessary cognitive processes in learning to use the scientific method.

"Learning with the scientific approach emphasizes the importance of collaboration and cooperation between students to resolve any problems in learning. Therefore, teachers wherever possible create learning other than with reference standard process where learning is created an atmosphere containing exploration, elaboration, and confirmation, also put forward the conditions students that behave scientifically jointly invited to observe, ask, reasoning, formulating, conclude, and communicate "(Majid, 2014: 195). So, that the child may be able to master the material studied.

Learning process on Curriculum 2013 for primary school level be conducted using a scientific approach. The learning process touches three domains, namely the attitude, knowledge and skills. In the process of learning-based scientific approach, the realm of substance transformation took her attitude or teaching materials that the students "know why. "Realm of the substance or the transformation took her skills teaching materials that the students" know how ". The realm of knowledge involve substance or the transformation of the teaching material that the students "know what". The end result development and balance between the ability to be a good human being (soft skills) and people who have the skills and knowledge to live a decent (hard skills) of students that includes aspects of competence attitudes, skills and knowledge.

Curriculum 2013 emphasizes on modern pedagogic dimension in learning, using a scientific approach. The scientific approach (scientific approach) in study referred covering observe, ask, try, processing, presenting, concluded, and created for all subjects. For the subjects, materials, or certain situations, it may be a scientific approach is not always appropriately applied procedurally. In this condition, of course, the learning process must still apply the values or attributes of scientific and avoid values or properties of non-scientific. The scientific approach (scientific approach) in study referred covering observe, ask, try, reason, and communicate.

Problem Based Learning Model in Grade 4

The model is applied in SDI Ma'Arif Kota Blitar grade 4 teachers. In this case, the outcome is a student activity that appears when learning, students are actively participating in the learning. Students do a Q & A, working in groups and discuss in an orderly manner. Scientific attitudes that arise when learning among others observe, that when students observe and image longhouse Rumah Lontik shown by the teacher. Ask, that when the student makes the question is to know from the pictures that have been observed. Gathering information, which is when the students read the information in the form of information or literature associated with the image and connect with the information obtained from observation. Associating / process information, which is when the students do worksheets based on the information that has been obtained from observing the images and read text. Communicating, namely when students present their group in front of the class in turn. Student learning outcomes obtained through the application of learning models good enough Problem Based Learning, learning objectives expected to be achieved. Students can meet the expected learning objectives. Percentage of students' activity in this lesson is approximately 80% and the percentage of study results reached 85%.

After the study is completed, the teacher asked the students about the impression that is felt after following study. Students expressed orally that their lessons fun, because of the students' learning traditional house picture shows a previously unknown by the students so that they can add insight and knowledge for students. Video documentation of the learning model Problem Based Learning in class 4 can be seen in www.sdima'arifkotablitar.sch.id

Problem Based Learning Model in Grade 5

Student activity that appears when learning among others, enthusiastic students is very high. Evidenced by the involvement of the student in the learning followed by an orderly and discipline. Students do a FAQ, expression, work in groups and

discuss with orderly and conducive. Scientific attitude that emerged during the learning, among others: (1) Viewing, namely when students observe creative text Water and Man on students' books. As teacher's model shows a Paste Board of instructional media. (2) ask, that when students make inquiries regarding the content of the text Water and Man. (3) Gather information, which is when the students read the information in the form of reading text on the Human Water and student books and information on the media boards Paste. (4) Associate, which is when the students do worksheets based on the information that has been obtained from observing the media, play with the media, and read the text. (5) Communicate, namely when students present their group in front of the class in turn.

Student learning outcomes obtained through the application of learning models Problem Based Learning is good enough, the learning objectives expected to be achieved. Students able to meet the expected learning objectives. Percentage of students' activity during the learning takes place is to reach 80% and the percentage learning result reached 85%.

Before ending learning students to express how they felt after learning together. Students found them happy and more eager to learn because they were introduced to the media that they have not met before and they like the way teachers teach. Video documentation of the learning model Problem Based Learning in class 5 can be seen in www.sdima'arifkotablitar.sch.id

Discussion

Learning occurs when students work or learn to handle the tasks that have not been studied yet those tasks are still within the range of ability. Learning the scientific approach has the characteristics) centered learning, involves the science process skills in constructing concepts, legal or cognitive processes principally involved potential in stimulating the development of the intellect, especially high-level thinking skills of students, and can develop students' character.

Learning the scientific approach emphasizes the importance of collaboration and cooperation among students in solving every problem in learning. Therefore, teachers wherever possible create learning other than with reference standard process where learning is created an atmosphere containing exploration, elaboration, and confirmation, also put forward the conditions students behave scientifically jointly invited to observe, ask, reasoning, formulating, conclude, and communicate so that

the child may be able to master the material studied.

This scientific approach was developed in the core activities of learning at the same time learning model Problem Based Learning which does have scientific characteristics. Scientific activity in this study is seen in the process of question and answer, observing, opinion, then communicate. In this case, the teachers' creativity in designing learning very necessary to direct the activities of students in scientific activities. Scientific Learning is synonymous with scientific learning has several criteria, namely: (1) the substance or learning materials based on facts or phenomena that can be explained by the specific logic or reasoning; not limited to, approximately, fantasy, legend, or a mere fairy tale. In the activities carried out by the model teacher, the teacher presents facts or real phenomenon in everyday life or based on experience in learning activities, (2) the teacher's explanation, the response of learners and educational interaction teacher-students free of prejudice fictitious, thinking subjective or distorted reasoning of the groove think logically. In the lesson activities, students were invited to create a logical thinking based on the problem, it shows that the students' thinking based on facts and analyzed guided, (3) encourage and inspire students to think critically, analytically and precisely identify, understand, solve problems, and apply the substance or learning materials, learning activities with a model problem Based learning students are guided and taught to think identify problems, understand and then solve the problem, it is a very good effect on students because it will form the habit of thinking scientific and solved, (4) encourage and inspire students to think hypothetically in seeing the differences, similarities, and link to one another on the substance or learning materials, learning to do, including learning to inspire students to be able to make the presumption of temporary or hypothesis and then collects facts and data of learning materials, (5) Encourage and inspire students to be able to understand, implement, and develop ways of thinking rationally and objectively in response to the substance or instructional materials, (6) based on concepts, theories and empirical facts that can be justified, it is supported by the availability of resources learning that includes theory and materials that can be accounted for righteousness, (7) the learning objectives are formulated in a simple and clear, but interesting presentation systems.

Learning videos complete with the approach of scientific Each core activities are based on the curriculum in 2013 is a product that deserves to be developed and disseminated to the public sphere of education for student learning outcomes

academically showed good results, the attitude of spiritual and social appeared and can be a habit or habit very good, the skill to try and create a simple product was also shown from the student activity. Basically, the scientific approach can be applied in all core activities of learning, but still must be adapted to the learning model used to be found the sync and optimal student learning outcomes, the expected fit for purpose. In this case, in also requires understanding and competence of teachers or student teachers to design as possible in accordance with the curriculum materials in 2013 in order to achieve the criteria of scientific learning.

CONCLUSIONS & RECOMMENDATION

This research is a development that aims to produce or develop a product in the form of scientific approach learning model in order to improve the quality of learning. Based on the preceding discussion, conclusions on the development of research is described in the following points: (1) From the observation process, in grades 4 and 5 SDI Ma'Arif Kota Blitar, scientific approach that is suitable to be implemented using scientifically-based learning model. (2) Scientific Learning model used is the model of Problem Based Learning in grades 4 and 5 SDI Ma'Arif of Blitar. (3) Master SDI Kota Blitar as a model teacher learning do te activities in 1x35 minutes using Problem Based Learning model of scientific with complete learning instrument that has been prepared by the researcher.

Learning outcomes using scientific approach in high-grade SDI Ma'Arif Kota Blitar indicates that the model is able to bring the scientific attitude on students, the activity which is the spirit of scientific 5M appear on students with hopes will become a habit that shaping our thinking and personal scientific.

Based on the research conclusions that the output of research, analysis, evaluation, and reflection on the overall findings of the study and taking into account the characteristics and measures the scientific approach, can in this case can concluded a number of suggestions for certain parties as recommendations from the study of this development. Recommendations addressed to the Ministry of National Education and its staff, in order to support the development of research that aims to improve the quality of education in Indonesia through the resulting product of this. Programed is expected to help both morally and materially, to support fully the implementation of the dissemination of the product in the ranks of elementary school teachers Indonesia and is

also willing to provide input as a control this product. For teachers, to be active following the teacher and KKG with the aim to improve the quality through the development of self, and it is hoped someday be used to improve the skills and apply scientific approach each learning activity

For student teachers, in order to actively participate in seminars student at the university. Product development research can be disseminated through seminars and lectures as a student learning materials as readiness to implement the curriculum in 2013 in order to have the readiness pioneering curriculum implementation in 2013 in Indonesia

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THE DEVELOPMENT OF CULTURAL SENSITIVITY TRAINING GUIDE TO PREVENT THE POTENTIAL CONFLICTS OF CULTURE FOR JUNIOR HIGH SCHOOL STUDENT

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ABSTRACT

This study aims to develop of Cultural Sensitivity Training Guide to develop Cultural Sensitivity junior high school students so that potential cultural conflicts among junior high students can be minimized. The design of the study is a developmental research. Subjects of this study include expert BK, and prospective users are junior high school counselors. The research instrument used was a questionnaire. The data were analyzed descriptively by percentage. The research result is cultural sensitivity training guide for junior high school students that has been validated to experts Guidance and Counseling (BK) in terms of content/material showed score of 81.3%, and included a valid category. Based on the validation results of potential users that the counselor showed score of 77.1% and include a valid category. The conclusion of this study is cultural sensitivity training guides were developed suitable to develop cultural sensitivity in junior high school students.

Keywords: development, cultural sensitivity training guide, conflict of culture, junior high school

Cultural Sensitivity is their sensitivity to other cultures different from their own culture, but cultural differences do not cause any problems. Cultural Sensitivity is required in conditions of a pluralistic nation like Indonesia nation today and Cultural Sensitivity these should be developed early on to the avoidance of conflict or the disintegration caused by the differences in cultural backgrounds. Cultural Sensitivity is also one of the characters that need to be grown is shared by all layers of the Indonesian nation is known as a pluralistic.

Cultural sensitivity is absolutely owned by each individual. The social interaction today is no longer limited by time and distance are narrow. Information communication global nature confronts people on keanaekaragaman culture that exists around them. The impact of the global world is that every individual is required to be able to interact with other people of different cultures with their own.

Junior high school students is an age-characteristic thinking ability has entered the formal operational phase. Expected according to the cognitive abilities, begin to grow their sensitivity that there is a culture that is different from its cultural background, so it will grow tolerance and mutual respect to the junior high school student. Cultural Sensitivity expected with growth of junior high school students to prevent conflicts or divisions backdrop of cultural differences.

Free Cultural Sensitivity training is needed to help junior high school students to understand and be sensitive to its own culture and their cultural background different from their cultural background. If this understanding grows within him the possibility of the birth of potential conflicts related to cultural differences will be minimized. It is therefore essential drilled Cultural Sensitivity early as possible is at the level of junior high school age students.

Cultural sensitivity training should be given since they were students in secondary education, where at this time the students start looking for recognition and social acceptance from peers and the surrounding environment. Students who do not get the recognition and social acceptance because the assessment is based on social prejudices / stereotypes would lead to a number of social issues such personal brawl, discrimination, bullying and unhealthy personality development.

Based on the overview of the needs and cultural sensitivity models support the development of cultural sensitivity training models for junior high school students. Training model developed is a complete manual that includes material cultural sensitivity, training manual for counselors and training guide for junior high school

students. Training Cultural Sensitivity to students need to consider how to make the process of training students can be more easily understood and can be practiced in everyday life. Gresham, Sugai, and Horner (in Forgan, 2002) suggested that educators teach social skills in a setting that is natural, using the example that exist in real life and learning that are incidental as well as the teachable moment, that is by utilizing a variety of events that occurred naturally.

Cultural Sensitivity training using several movies based on true stories so that students have a real experience of other people's experiences and successes of others to develop Cultural Sensitivity. The use of video media / film has been shown to help students to acquire the knowledge, understanding and self-reflection of the different situations with him (Sinetar, 1993; Rosenstein, 2002). Media video / film also can be used to convey messages of culture (Stepherd, 2007).

Before the cultural sensitivity training guide can be used by junior high school counselor for cultural sensitivity melatihkan to junior high school students, it is necessary to do validation of guidelines developed. The purpose of this study was to test the effectiveness of test validation and cultural sensitivity training guide for junior high school students.

METHOD

The research design used in this study are research development, entry on the stage of the validation test and test the effectiveness of the guidelines. The subjects were 2 expert BK, 2 junior counselors who each as a test subject experts and 11 students as a guide the effectiveness of the test subject. The data collection was conducted using questionnaires, observation sheets and student worksheet. Analysis of the data used in this research is descriptive analysis. Descriptive analysis is applied to analyze the processes, products, and various suggestions input of experts on cultural sensitivity training guides were developed.

FINDING AND DISCUSSION
Presentation of Preliminary Data Field Test Results

This development research the products with cultural sensitivity training guide for junior high school students, consisting of cultural sensitivity training materials, guidance counselors and student guides. Initial field tests conducted on the subject of which is the response expert expert BK, and the subject of potential users that BK teacher / counselor. Test data will be presented as follows.

Test expert content / materials are needed as an evaluator to guide cultural sensitivity training that has been developed by researchers. Data obtained in the form of quantitative and qualitative data through validation sheet given to the expert researcher content / material. Expert validation results will be presented in the table below.

From the data we can see the results of recapitulation product eligibility rate of testing experts have reached an average of 81.3%. These percentages indicate that this product is on valid criteria and can be used in the service of BK especially for junior high school students develop cultural sensitivity. The validity of the conformity of products in the form of visits by training guides based on the criteria on the aspects of usability, feasibility, accuracy and propriety.Exposure to test data validation of potential users / teacher BK is presented in the table 2 below.

Table 1. Summary of Test Results Candidate User (BK Teachers) for Cultural Sensitivity Training Guide

No	Candidat User	Scor Cultural Sensitivity Training Guide
1	BK Teachers 1	84.03
2	BK Teachers 2	70.1
	Total Cost (%)	154.13
	Average (%)	77.1

From table 1 it can be seen the results of recapitulation product eligibility rate of testing experts have reached an average of 77.1%. These percentages indicate that this product is on valid criteria and can be used in the service of BK especially for junior high school students develop cultural sensitivity. The validity of the conformity of products in the form of visits by training guides based on the criteria on the aspects of usability, feasibility, accuracy and propriety.

Data Product Effectiveness Test Results

The subject of research in a limited test groups totaling 11 students of class VIII SMP Lab UM. Students are selected based on the diversity of age, gender, ethnicity, religion, and based on the willingness to follow the entire process from start to finish

training. The overall implementation of the research carried out in 11 meetings, namely: a) three meetings for the measurement before treatment, b) 6 meetings for giving treatment, and c) two meetings for measurement after treatment.

Measurement before treatment were conducted three times to reflect the scores are relatively stable. Measurement before treatment is done by observing the behavior and interviewing students. After measurement prior to treatment, research activities continued with the treatment by applying the Cultural Sensitivity Training Guide (CSTG), facilitator of the implementation of CSTG are a team of researchers.

Measurement instruments using observation sheets and student worksheet. The measurement results were assessed using a rubric, with a low scale range (0-32). Medium (33-66) and high (67-100).The effectiveness of CSTG concluded assessment based on a comparison of each measurement range is divided into measurement before treatment stage, the stage of treatment and after the treatment phase. Measurement stage before treatment is done before the CSTG are given to students. While the treatment phase measurements carried out over a range of treatments such as training CSTG. For the measurement phase after the treatment is done at specified intervals after treatment.

Phase giving treatment conducted in six sessions to train the ability to know and understand his own culture, the ability to know and understand the cultural similarities between himself and others, and the ability to know and understand the cultural differences between himself and others.

The measurement results presented in graphs visualize the score to see the changes from the stage prior to treatment, the treatment stage and the stage after the treatment. The analysis is done by looking at changes in the level and slope, using an analysis of conditions in order to change the condition of cultural sensitivity of the subject before and after treatment can be seen and measured. Description of the measurement results described above on the analysis of individuals in the following table as a group.

Table 2. Data Capabilities Cultural Sensitivity Junior High School Students

Subject	PHASE										
	BEFORE			TREATMENT						AFTER	
	1	2	3	1	2	3	4	5	6	1	2
1	27	26	28	31	32	33	32	35	33	35	36
2	30	30	29	35	33	34	34	34	36	38	38
3	28	27	28	31	34	32	35	36	34	36	37
4	29	28	30	32	33	33	35	36	32	35	36
5	31	29	30	30	33	32	32	34	35	36	38
6	30	30	31	31	32	33	34	34	34	37	35
7	26	27	27	31	31	34	35	35	36	38	38
8	28	28	29	31	32	32	34	35	35	36	36
9	32	31	31	32	32	33	35	35	36	35	37
10	30	29	29	30	31	31	34	34	35	34	35
11	29	28	29	32	31	34	34	33	36	36	38
Total of session	320	313	321	346	354	361	374	381	382	396	404
Average	29.1	28.5	29.2	31.5	32.2	32.8	34	34.6	34.7	36	36.7
Total	86.8			199.8						72.7	
Average phase	28.9			33.3						36.4	

Graph Results Measurement Capabilities Cultural Sensitivity

To analyze the data score obtained, the data the ability cultural sensitivity of junior high school students Lab, converted into a cultural sensitivity graph below.
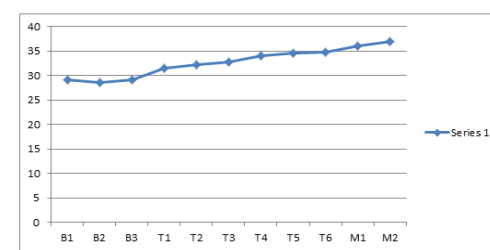
Graph 1.Cultural Sensitivity capability

From the table presented above, it appears that there is a change of culture sensistivitas ability junior high school students between the stage prior to treatment, the treatment stage and the stage after the treatment. Cultural sensitivity capabilities junior high school students tend to increase. At the stage prior to treatment, the average score obtained was 28.9. At this stage of treatment the average score obtained was 33.3. While on stage after treatment was 36.4. The effectiveness of the test results show that cultural sensitivity training guides were developed proven equally effective to foster cultural sensitivity capabilities junior high school students.

FINDINGS AND DISCUSSION
The validity of Cultural Sensitivity Training Guide (CSTG)

Cultural sensitivity training guides were developed, intended for use by junior counselor in cultural sensitivity training junior high school students in order to prevent potential conflicts of culture. Before the cultural sensitivity training guide can be

used by junior high school counselors, need to do a validation test to determine the feasibility of cultural sensitivity training guide based on aspects of usability, feasibility aspects, aspects of accuracy and propriety aspect.

Validation is done by expert guidance and counseling (BK), and prospective users are counselors and junior high school students. Based on the results of validation of the content / materials done by experts and also by the validator junior counselors as potential users stated that cultural sensitivity training guide has validity in both criteria. Besides validation, moral comics were also revised based on suggestions and comments validator.

The selected intervention strategies in the development of cultural sensitivity training guides junior high school students this is the technique of cinema education / videoterapi. Cinema education is a technique that utilizes the medium of film / video as a stimulant in behavior modification efforts. Media film / video is considered to be in accordance with the characteristics of junior high school students who prefer the activity of watching movies / videos. Besides film / video has the advantages of easy to attract attention, moral message conveyed implicitly through each scene and conversations in it, and the character in the image of everyday life. For cultural sensitivity training for junior high school students have been chosen material film / video components that correspond to the cultural sensitivity that will be trained and well adapted to the characteristics of junior high school students, as well as psychologically safe. Given keterbatas BK service time at the school, then cutting the time duration of the media film / video use.

Cultural sensitivity training manual was developed with consideration of evaluation / assessment. It is intended that the guidelines developed effective to improve cultural sensitivity junior high school students. Measurement sensitivity to the ability of junior high school students is important that the counselor SMP can easily view the progress or change the behavior of students. This is consistent with Gysbers (2006) about the importance of evaluativ in any activities that are educational.

Cultural sensitivity training guide developed this guide to aesthetics as a book. Selection of images, selecting the right vocabulary, sentence structure, and giving

examples of cases are aspects to consider in developing this guide. Expected cultural sensitivity training guide developed on target and able to meet the needs of counselors as users and students as the target user.

Based on the test results it can be said that the effectiveness of cultural sensitivity training guides developed a guide that is eligible for use in developing cultural sensitivity capabilities junior high school students. The use of cultural sensitivity training guide also can not be separated from the competence of the counselor as a user. Counselors are required to be able to demonstrate personal competence, professional and pedagogical in using this guide. This is important because the use of these guidelines are applied in a group setting and rich discussion. The ability of the counselor as faislitator will determine the success of the media guide as to facilitate the development of cultural sensitivity capabilities junior high school students.

Effectiveness of Cultural Sensitivity Training Guide (CSTG)

Based on analysis of single subject that has dipaprkan. It can be seen that in general the research subjects are students of SMP increased cultural sensitivity capabilities stably. This proves that the implementation of cultural sensitivity training guides can give the effect of an increase for junior high school students. Data on the increase in the ability of junior high school students earned the cultural sensitivity of the results of observations at this stage of the treatment is ongoing, and the results of student worksheets stuffing outside the hours of training. Student responses during the training activities and response to student worksheet is a performance of cultural sensitivities.

During the intervention phase, there are several factors which allegedly also affect the performance of junior high school students as research subjects. Such factors include the conditions of the students of both physical and psychological, the timing of training, where training conditions and the condition of the school while training takes place. These factors, if not addressed properly will cause the student is not able to show the real performance.

Based on the results of measurements at the stage prior to treatment, the treatment stage and the stage after the treatment does indicate a change or an increase in the ability

of junior high school students of cultural sensitivity. However, this increase can not be used as a benchmark that the efforts of cultural sensitivity training junior high school students has ended due to someone may have a high cultural sensitivity capabilities required training and habituation in a sustainable manner. Cultural sensitivity not only involve aspects of cognition but also the affective aspects necessitating continuous development efforts.

CONCLUSION

From the research development training guide cultural sensitivity in order to prevent potential conflicts of culture for junior high school students, the conclusion as follows: 1) A training manual cultural sensitivity for a junior high school student who has been validated to experts Guidance and Counseling (BK) in terms of content / material showed score gains amounted to 81.3%. Thus this training guide includes a valid category. 2) Free cultural sensitivity training for junior high school students that has been validated to BK teacher / counselor shows the summary score of the acquisition amounted to 77.1%. Thus the cultural sensitivity training guide includes a valid category. 3) The test results showed an increase in the effectiveness of cultural sensitivity capabilities junior high school students, thus effectively guide cultural sensitivity to foster cultural sensitivity junior high school students. Based on the results of the study, submitted suggestions in implementing cultural sensitivity training

guides as follows. 1) Use of Cultural Sensitivity Training Guide for junior high school students should be followed by the mentoring of junior counselor so that students can truly understand the material and messages of good training guides. 2) The application of this sensitvity cultural training guides need to be enriched with exemplary behavior. Expected counselor can embrace the entire school personnel to jointly exhibit behaviors that are tolerant of cultural diversity in schools.

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THE FORMULATION OF LADUNI QUOTIENT TEACHING AND LEARNING THEORY IN SHAPING ULUL ALBAB GENERATION AND PANCASILAIS

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ABSTRACT

In the theory of learning context, the learning process should be directed at learners' potential development, one of which focused on brain centered. There are several studies shown that brain has a lot of potential intelligences. Howard Gardner discovered eight different kinds of intelligence and find another two later. Within these ten kinds of intelligence, the concept of multiple intelligences learning theory (double intelligences) is raised by several educational prominent. In addition to the discovery of Gardner, Alfred Binet discovered Intelligence Quotient (IQ), Daniel Goleman discovered the Emotional Quotient (EQ), and Danah Zohar and Ian Marshall discovered Spiritual Qoutient (SQ). Within these three kinds of intelligences, Ary Ginanjar attempts to merge them within the concept of Emotional Spiritual Quotient (ESQ), so that there is no dichotomy perspective between the world and after-world. However, ESQ concept is still considered to be insufficient by Enha, because it ignores nafs's within its specification (dzauq, aql, sadr, Fu'ad, qalb, bashiirah, and lubb) which operates in the heart. Moreover, there is one more potential intelligence called as Laduni Intelligence or Laduni Quotient (LQ), which is recognized as the center of all the potential intelligences of human beings both in the aspect of the bodies (all of the physical intelligences) and nafs (all of the innate potential intelligences operating in the brain). From this rationale, the focus of the study is formulating LQ teaching and learning theory in shaping ulul albab generations and Pancasialis. In describing such formulations, the researchers used qualitative research methods by using library research. The results of the study are: 1) the nature of learning within the learning theory of Laduni Quotient (LQ) is an attempt to get ilmu laduni by developing the intelligence potential of Laduni which is the center of all the potential intelligences in the bodies and nafs (intelligence: IQ, EQ and SQ ; and the innate intelligence: aql, dzauq, sadr, Fuad, bashirah and lubb), so that all of those potentials will be beneficial for living in the world and the after-world. This theory of learning originated from the Qur'an and Hadith. The aim is to develop an ulul albab generation, such as generation that exist in the golden age of Islam (Ibn Rushd, Ibn Sina, etc.) and pancasialis generation likes Islamic leaders in Indonesia (KH, Achmad Siddiq, KH. M. Hashim Ash'ari, etc.); and 2) the applications of the learning process use two strategies, namely: wahby and kasybi.

Keywords: learning theory, IQ, ulul albab, pancasialis.

Within the concept of learning theory, the learning process should be directed at learners' potential development, one of which focused on the brain centered. Until now, there are several studies shown that brain has a lot of potential intelligences. Budiningsih (2008: 112-113) explains, Howard Gardner discovered eight different kinds of intelligence and find another two later. Out of these intelligences, the concept of multiple intelligences learning theory (double intelligences) is raised by several educational prominent. According to him, humans are able to improve and strengthen all of their intelligences. All of the intelligences are considered to be one unit and work together to solve problems and specific tasks.

In addition to Gardner's discovery, Alfred Binet discovered Intelligence Quotient (IQ), Daniel Goleman discovered the Emotional Quotient (EQ), and Danah Zohar and Ian Marshall discovered Spiritual Quotient (SQ). The term IQ emerged in the early of the 20th century, recognized as human intelligence which is located in the brain cortex that

associate with numeric calculation, logical analysis and innovative imagination and believed to be the parameters of human intelligence. Until the end of the 20th century, the concept of emotional intelligence or Emotional Quotient (EQ) came to the surface. It refers to a concept of humans' intelligence in which it is related to the ability in recognizing their own feelings within social interaction occurred, so that it gives them capability to manage their emotions when interacting with others. However, in this modern era, humans often experience spiritual aridity that triggers the existence of Spiritual Quotient (SQ) intelligence in which it deals with ability to understand the meaning of life and the human relationship with God (Enha, 2011: xi). Thus, the first concept discovered is IQ and followed by EQ and SQ.

Ary Ginanjar (2009: 10-12) argues that the three concepts of intelligences are still inadequate, because they cannot solve the dichotomy perspective of being live only in this world or after-world alone. To overcome these problems, Ary Ginanjar comes up with a new concept that is ESQ

(Intelektual Spiritual Quotient), a merger between the concept of emotional intelligence or Emotinal Quotient (EQ) with the concept of spiritual or Spiritual Intelligence Quotient (SQ). Using ESQ, Ary Ginanjar wants to clear up the process of thinking through God Spot, creating a mindset and emotion to rely on self-awareness, personal strength which is related to the principles of the pillars in Islam, as well as alliances which is in synergy with the social environment.

However, the concept of ESQ proposed by Ary Ginanjar is still considered to be insufficient due to the fact that it ignores other nafs with all its equipment (dzauq, aql, sadr, Fu'ad, qalb, bashiirah, and lubb) which perating in the region of heart. Enha argues that there is another potential intelligence which is called as Laduni intelligence or Laduni Quotient (LQ). LQ centered in the soul is considered to be the center of all the potential intelligences of human beings both in the physical aspect (all of the potential physical intelligence) and nafs (all of the potential innate intelligence). LQ deals with the spiritual intelligence. Making use of this quotient is not only depending on the application of the potential of thinking, but also the potential of remembrance (berdzikir). Thus, this particular quotient is owned by all human beings, especially Muslims. Moreover, it develops through the learning process in which it results in getting what is called as ilmu laduni.

Optimizing the development of this LQ has been proven to produce ilmu Laduni. This is proven by the story of Prophet Khidr and Moses, the companions of the Prophet and Islamic leaders in the golden age of Islam during the Abbasid who are not only being an expert in religion issues', but also sciences. Moreover, the development of this LQ potential has also been applied by the pancasialis prominent who are also the leaders of Islam in Indonesia, such as KH. Ahmad Siddiq with his conviction on the ideology and philosophy of Pancasila in Indonesia and KH. Hasyim Ashari with his Jihad resolution to preserve and reunify the NKRI. Those ideas are not only obtained from their reflections and observations in the field, but also through the power of Allah (Al-'alim, Al-Hakim, Al-Muhaimin) that affect them in the process of making decision, so that it gives enormous positive effects to maintain and preserve the Pancasila as an ideology as well as philosophy of NKRI (Negara Kesatuan Republik Indonesia).

DISCUSSIONS
The Nature of Human Potential Intelligence and Learning Theory of *Laduni Quotient* (LQ)

Before the existence of EQ, IQ is considered to be the only one which can make the learning process easier within educational filed and it also become the basis of giving motivation to the students, even to university students. However, after EQ was discovered by Daniel Golemen (1995), the practitioner in the education must have a look at the non-cognitive factors such as social intelligence, spiritual intelligence, emotional management, and understanding other people's emotions. In fact, Golemen claims that IQ only contributes 20 percent to the success of learners in socializing within the community. Another 80 percent is determined by factors other than IQ, where EQ is included. Thus, according to Suyanto, the significant factors that have gained widespread attention for predicting a person's success (*predictor*) are IQ and EQ. The emergence of EQ creates new broader direction in education. Therefore, many studies have proven that IQ is no longer be the only predictor of learners' success in the future (Noah, 2013: v-vi).

From the description above, the results of the study done by Western thinkers have proved how wonderful the power of mind is. From the results of the brain's performance, there are variety of intelligences that were discovered, they are IQ and EQ. However Enha (2011: xi) declares that the Western people believe that life will be more meaningful when someone is able to develop SQ, this is a good news for the development of science, because so far the western knowledge is always separate themselves from the necessity of religion. So the findings could be a meeting point between "rational" Western sciences and "intuitive" East sciences. However, Toto Tasmara (2001: viii) is still not sure of the IQ, EQ and SQ existence, because these three intelligences are not necessarily originate from religious values. Their approach is still in the form of a rational approach as well as natural and secular oriented. Even, if there is a tangent with religion, it is still treated in the perspective of humanism, a fact that is inherent in human beings.

Enha (2013: 7-19) adds that SQ is not similar with the spirit, because in the religion, the soul (*nafs*) and the spirit are two different things. SQ is located within the region of soul, meanwhile *ruhaniyah* within the region of spirit. The level of soul is considered to be in the lower rank compare to the spirit. In the region of *nafs*, there are some intelligences containing IQ, EQ and SQ as well as Heart intelligence which contains: 1) intellect (*aql*); serves to analyze scientific things (factual, real, concrete, and objective) and non-scientific /

metaphysical (values, morality, the nature, the hereafter and the supernatural etc.) and connecting the intelligence and heart, 2) intuition (*dzauq*/EQ); serves as source of creativity and ideas, 3) *kecermatan hati* (*sadr*/EQ); function as the source of innovation and new ideas, 4) *kecerdasan hati* (*Fu'ad*/IQ); serves as the source of wisdom, and the nature of honesty and intellect, 5) *ketajaman mata hati* (*bashirah*/SQ); serves as the eyes of the truth, 6) *kekuatan pusat hati* (*lubb*); serves as the entrance to LQ.

All of the contents within *nafs* will be held in pledge (QS. Al-Muddatsir: 38), to witness all the things that had been done by human (QS. Al-Isra ': 14), and experience the reprisal to what he had done (QS. Yunus: 30). In order to save the *nafs* and always be on the right track, it should ask for a *fatwa* from the pillar of intelligence residing in the spirit (the region of Laduni potential intelligence). Because the intelligence of spirit will always walk on His tracks, so it is free from mistakes. Because the soul is never mistaken in accepting the truth of the information. Thus, it always preaches the real truth (enha, 2013: 7-19). Therefore, the spiritual intelligence or *Laduni* is very significant for the existence of the other intelligences exist within the *nafs*.

According to Imam Raghib al-Ashfanykata, *laduni* will be more related to the meaning of "*sisi*" or "*samping*". In line with these opinions, according to Jamaluddin bin Hisham al-Ansari, the word *laduni* is synonymous with the word "*inda*" (side) or "*li al-qurbi*" (close) (Harith, 2005: 21). From the perspective of terminology, Toto Tasmara (2001:x) defines *laduni* intelligence/ spiritual (LQ) as the true intelligence about wisdom and truth as well as divine knowledge. This intelligence creates a very deep sense of love, to the truth (*mahabbah lillah*), so that all its actions will be guided by Divine knowledge ('*ilm Laduni*) that drove him to *ma'rifatullah*. Meanwhile, the other intelligences are related to process all matters relating to the outward form (*duniawi*). Therefore, it can be said that every intention originates from divine values, is recognized as worldly intelligence (duniawi) and temporary, whereas *ruhanniah qalbiyah* intelligence is authentic, universal and immortal.

On the other hand, Enha (2011: 65-66), defines LQ as the manifestation of spiritual intelligence which is considered to be the peak of logic, the logic of intuitive and spiritual logic. LQ is a logical intelligence that is *ruhaniah*. The way it works is not only requires the optimization of the potential of the brain,

but also the utilization of reason, multiplying the potential for innate intelligence, and reach the region of *ruh-ruhaniyah*. That is why, *laduni* intelligence is not likely to grow by only using the potential of thinking, but also the utilization of the potential of remembrance (*dzikir*). Thus, the logic will bring together the *laduni* intelligence along with the IQ, EQ and SQ which is operating in the area of the brain with other intelligence devices such as *dzauq*, *aql*, *sadr*, *Fu'ad*, *bashiroh*, and *lubb* (which operates in the area of the heart). When the intelligence and the heart working in the same direction, it will be connected with the totality of spiritual intelligence (which operates in the region *ruh*).

Therefore, to be able to operate the *laduni* intelligence, a servant (learners) needs to go through the learning process. Learning is a process that goes on inside a person who changes his/her behavior, in the aspect of thinking, acting, and doing (Gulo, 2002: 23). Learning based on various sources (resource-based-learning) and it is not something that stands alone, but rather related to a number of changes that affect the development of the curriculum. Nasution (2002: 19) confirms the changes in learning, among others: (a) changes in the nature and patterns of human science, (b) changes in society and its demands, (c) changes challenged by learning and (d) changes in communication media. Thus, what is meant with the learning process within the perspective of LQ is a process or attempt to gain what is called as *ilmu laduni* by developing the *laduni* potential intelligence at the center of all the potential intelligences that exist within the bodies and nafs (intelligences: IQ, EQ and SQ; and the heart's intelligence : *aql*, *dzauq*, *sadr*, *Fuad*, *bashirah* and *lubb*), so that all of these potential intelligences benefit to the life of the world and the after-world.

In realizing this process, according to Enha (2011: 66-68), the optimization of the learning activities should be able to integrate the logical intelligence and the intelligence of the heart, because it takes enormous energy, it is insufficient to just operates the heart energy, let alone the energy within the brain. With these seeds of energy, the development *laduni* intelligence to gain *ilmu laduni* will be growing. At first, the seed was planted in the deep of *lubb*. Then, it is emitted by *bashirah* into the region of *qalb*. From there, then it flows toward *Fu'ad* and *sadr*. After that, it is connected by a tube to a sense of intuition and mind. From the intuition and thought, then grow a variety of creativities and knowledge, as well as innovative ideas that can be applied in real life for the sake of mankind.

Additionally, the manifestation of *ilmu laduni* to the human can be in the form of spirit which directly whispers to the heart. (Mulyadi, 2002: 19).

This knowledge originates from probity in knowing God, which is a reflection of God's nature *Bashar* (see), followed by the process of *sama'* (hear) over all the glory of God (Shah, 2002: v). In other words, the term used in the aspect of religion itself is called as *qalbun salim* and *aqlun dzakiyun* (heart and mind which are enlightened). A *qolbun* which is *Salim*, refers to the condition where there is extraordinary energy and if it is managed properly and transfer them to the realm of reason successfully, then this enlightened mind enlightened by *qolbun salim* energy that will evolve and transform into *aqlun dzakiyyun*. So that, those who have been enlightened by *aqlun dzakiyyun* and *qalbun salim,* will be able to produce knowledge without having any contact with the script. This happens due to the fact that he has succeeded in exploring the potential that has been embedded internally by God into him. With this kind of logic, we might be able to understand why the Great Prophet which is illiterates, can be so intelligent, careful, and brilliant. (Enha, 2011: 3-5). The following is a flow chart of learning process in learning theory of LQ:

| Khazanah Ilahiyah/Ilmu Laduni |
| Kecerdasan Laduni/Ruh |
| *Lubb* |
| *Bashirah* |
| *'Aql, dzauq, shadr, & fu'ad* |
| IQ, EQ, dan SQ |
| Jasad |
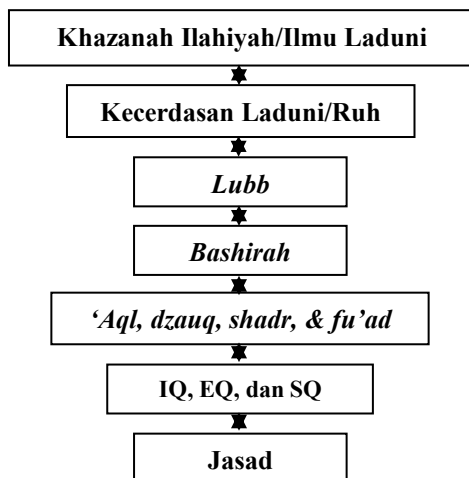
Figure 1. The Flow Chart of Studying in The LQ Learning Theory

The Learning Basis of *Laduni Quotient* (LQ) Learning Theory

The learning basis of LQ is already described in the Qur'an and Hadith. In the Qur'an, the *laduni* intelligence is initially described, in *Surah al-Kahf* which tells the story of Prophet Moses As. and the Prophet Khidr As. The verse is considered to be the emergence of *ilmu laduni* by the exegetes and the Sufis. This is due to the fact that the Prophet Khidr within this verse is endowed with *ilmu laduni* by Allah SWT.

Aizid (2013: 47-48 and 386) defines the basis of LQ in the Qur'an lies in the *QS. Al-Baqarah: 282, QS. Al-kahfi: 65-66, QS. Al-Ankabut: 69*, and *QS. Al-Qasas: 7*, while in the hadith are as follows: 1) The Prophet Said: "There used to be some of the followers before you who were inspired. Even if there is one person from my Ummah who were inspired, that person must be Umar (Mutafaqqun 'alaih). 2) The Prophet Said: "Beware of premonition of the believers. Because he sees the light of God "(H.R At-Tirmidhi). 3) The Prophet Said: "Whoever mengikhlaskan himself to Allah (in worship) for 40 days, it will be born the sources of wisdom from the heart through the tongue," (HR. Abu Dawud and Abu Nu'man).

In the book of Tasmara (2001: x), the basis of LQ in the Qur'an lies in the *QS. Al-Araf: 172, QS. Al-Qaf: 16, QS. Al-Baqarah: 115*. While in perspective Enha (2011: 66-68), the verses of the Qur'an which indicate the existence of *laduni* potential intelligence, namely *QS. Al-Baqarah: 282, QS. Al-Alaq: 1-5*, and *QS.An-Nisa: 113*.

The Learning Objective of *Laduni Quotient* (LQ) Learning Theory

Implicitly, the learning objective of LQ learning theory is to realize *ulul albab* generation. Saefuddin (1987: 34) states that *ulul albab* is Muslim intellectual or thinker who has a sharp analysis of the phenomena and natural processes, making the ability to build and create benefits for human life. In other words, *ulul albab* is a person who mastered the knowledge of religion and science, like the characters that exist in the golden age of Islam (Ibn Rushd, Ibn Sina, etc.).

Enha (2013: 121-127) argues that *ulul albab* generation is the generation that is able to cultivate his thoughts, controlling the wildness of their *dzuaq*, reconciling the innovation of their *sadr*, guiding their *Fuad*, and exposing their *bashirah*. Such kind of generation consisting of those who are able to treat their *lubb* and mastering it (*ulul-albab*), then they will appropriately maintaining the balance of their *nafsani-spiritual* and world-hereafter, as well as synergize think-*dhikr* and the knowledge of science-religion. On the other hand, they always embellish their behavior with the attitude of politeness and *akhlaqul karimah*. Therefore, *ulul albab* are those who have purified and filling thier *nafs* continuously, so that the door of their *llub* is in open-condition, the light within the *llub* itself will be connected to the light within their intelligence of the soul, and then the *khazanah islamiah* (*ilmu laduni*) will enter along side with the light of the spiritual intelligence.

Additionally, Tasmara (2001: x) adds that those who are spiritually intelligent and called as the *ulul albab* believed that they would reach the pure degree of humanity as long as they are

responsible and prove it within real life by showing responsibility to God, humans and nature, so that they are able to express themselves clearly that they are only servants before God (*'abdullah*). Before God, their ego will seem to disappear so he cried out within their *takbir*. While interacting with others, they are presented themselves as a figure of the caliph *fil 'ardhi*: showing the attitude as the role model (leadership by example) who gives positive influence and inspiration as well as creative imagination to humans. Humans as God's perfect creation (*ahsanit Taqwim*) have responsibility as a reflection of the love for Allah SWT.

Likewise, this kind of man who will always upright and cross-legged every night on his stillness of the night with a clear soul. They are fully committed to achieve the degree of faithfulness. Those kind of values got from what he had done in the night, then will be applied the next day in the real life. That is why, an *ulul albab* always incorporate the concept of *abdullah-khalifatullah* within himself with an extremely intimate relationship, so that an *ulul albab* is not only live in the silence and clarity of mind alone, but also to optimize all of his potential intelligences that has been given to him as human being. Therefore, he will always be serious in seeking knowledge and analytical-critical acuity (IQ). Moreover, he will be responsible and be able to be agents of social change (EQ). By using this high morale, he processes the quality of his life and also being able to optimally utilize his expedience (SQ). He is also very optimistic and creative in the creating ideas (*dzauq*). Furthermore, he will accommodate a variety of problems pleasurably, summarizes the disagreement, as well as the communicating with other people politely (*sadr*). Using his eyes which are free from sins, he is able to absorb *qauliyah* verses, *kauniyah* and *haliyah* verses (*Fuad*). That is why he is very strict in choosing which one is *haq* and *bathil*, and always be patient when facing all of the problems (*bashirah*) (Enha, 2013: 121-122).

Specifically, Imam Al-Ghazali (Harith, 2005:45) defines the characteristics of *ulul albab* which are able to develop *laduni* intelligence, so that he/she has the *ilmu laduni* i.e.: it does not take much effort (to learn) to generate knowledge, does not find any difficulty in learning, less in learning, the result is enormous, a little tired, and a long rest. Meanwhile, Rahmat (1986:213-215) suggests that there are five characteristics *ulul albab*, namely: a) the sincerity of seeking knowledge and the love towards Allah (QS. Ali Imran:

190); b) having the ability to separate a good and bad things and also directing his ability to select and follow the goodness (QS. Al-Maidah: 3); c) being critical in receiving knowledge or hear others' speech, having the ability to use words appropriately, examining theories, propositions and arguments presented by others (QS. Al-Zumar: 18); d) having the willingness to pass on their knowledge to others, having a responsibility to improve society and called upon him in becoming a pioneer to the creation of the benefit among the community (QS. Ibrahim: 2 and al-Ra'd: 19-22); and e) being afraid to Allah (QS. Al-Baqarah: 197 and al-Thalaq: 10).

The characteristics of *ulul albab* proposed by Jalaluddin above, the items number 1-3 and 5 associates with the ability to think and *dhikr*, and the fourth item related to the ability to work positively and being useful to humanity. Thus, an *Ulul Albab* is a community that has certain advantages and has great impact on social transformation. The quality itself is related to the depth of spirituality (*dhikr*), the sharpness of his analysis (*Fikr*) and its major influence for life (righteous deeds). In other words, the quality of *ulul albab* is a comprehensive quality or according to Rahardjo (2002: 557) is a person or people who have a multi-layered quality.

Additionally, the learning objective of LQ learning theory is to create a *Pancasialis* generation. *Pancasialis* generation refers to a generation which holds the Pancasila as its ideology (kbbi.web.id/Pancasila). In Indonesia, there are so many Muslim leaders who are believed to have *ilmu laduni*. With such knowledge, they are very influential and beneficial to the State and the Indonesian people in maintaining and preserving the Pancasila and the Republic of Indonesia, one of which is KH. Achmad Siddiq and KH. Hasyim Ashari.

As the results of the dissertation research in the Doctoral Program done by Syamsun Ni'am in UIN Syarif Hidayatullah Jakarta in 2006 and recorded as a book entitled, "The Wisdom of KH. Achmad Siddiq: Membumikan Tasawuf" states that one of the thoughts of KH. Achmad Siddiq which is very monumental is NKRI based on Pancasila as the final form and should not be changed, so that within the life of the nation, all of Indonesian people must acknowledge and accept Pancasila and the NKRI. When it is viewed from the background figure of KH. Achmad Siddiq, this particular thought is very surprising because he is actually a figure who practice the *Sufi dhikr wird al-Ghafilin* and does not usually bother with the problems of the world, but KH. Achmad Siddiq is still able to have a very large contribution to the Indonesian nation. Syamsun Ni'am explained, the thought of KH. Achmad Siddiq through the mystical teachings

has brought far-reaching implications and fundamental as the acceptance of Pancasila as the sole principle in the life of society, nation and state (2015: 381-398). This has proven that when a servant closer to Allah then Allah's knowledge is very beneficial and easier to get in to His servant. The divine light filled with useful knowledge and blessings may be likened to a burning candle in a clear glass and tucked away in a beautiful alcove. This niche is the hearts of those who believe and have faith. Moreover, inspiration is the light that comes to the hearts of His servants who are clean and pure (Nicholson, 2000: 39-40).

Likewise, this also happens to the prominent and great heroes of Islam Indonesia, KH. Hasyim Ashari. As Yusrianto research results (2014: ii), he explains that KH. M. Hashim Ash'ari is a great Islamic scholars and intellectuals. The results of his thinking are very influential for the people and the nation of Indonesia. One big idea of his is the resolution of jihad. This resolution contains fatwa about jihad to liberate the Indonesian nation from invaders, so that the Indonesian nation remains united within the scope of the Homeland. Theoretically and empirically, K. Hashim's thought is very illogical or irrational, because at that time the colonial have tremendous powers of the people of Surabaya and surrounding areas, so it most likely that K. Hashim and his people are not going to win and even caused many casualties. However, because of this thinking comes from the knowledge of God's light, this great thought give significant benefit to the people and the nation of Indonesia, which is in form of a victory that belongs to the people of Surabaya and surrounding areas in particular, and Indonesia in general. Muh. Al- Shofi Mubarok and Sudarno Shobron (2015: 136-143) concludes that the ideas of K. Hashim in form of jihad resolution is considered to be a determining factor in the continuing independence of Indonesia and strengthening the NKRI.

The Learning Application of *Laduni Quotient* (LQ) Learning

All human beings have the potential of *Laduni* intelligence, but not all human beings can develop it to get the *ilmu laduni*. *Ilmu laduni* is a gift from Allah SWT. given to His best servant, either right from the birth or since he is trying to get the *ilmu laduni*. If it is given to His servant from the birth, then it is a direct grace given by God to him. If it is given to His servants who seek to gain *ilmu laduni*, it means that he has been taking several steps to get the *ilmu laduni*. Therefore, there are some steps

within the applications of the *laduni* learning process for humans to develop the *laduni* potential intelligence in getting *ilmu laduni*. According to Imam al-Ghazali (1988: 118) there are three ways that can be done, as follows:

The first step is doing the process of *riyadhah*. *Riyadhah* refers to the process of training the soul in truth and sincerity. As in mysticism, the process *riyadhah* is divided into two: (1) *mujahadah*. In the perspective of literal meaning, *mujahadah* means war. Meanwhile, according to *syara'*, it refers to a war against the enemies of Allah. According to expert, it is a fight against the passions of anger *bis-suu'* and imposes him to do something serious in accordance with the rules of *syara'*; and (2) *muraqabah*. *Muraqabah* represents the union between God, nature, and the person. From the perspective of its meaning, *muraqabah* is the effort to always feel supervised by Allah (muraqabatullah). *Muroqabah* means a mutual monitoring, stalking each other, or for each other. In a study of Sufism/institutes, *muraqabah* in the sense of that language occurs between servant and God. Most of sheikhs describe *muraqabah* as the condition when the greeting of servant answered by God. As Allah says in the Qur'an, *Al-Ahzab: 52*, *QS. Ar-Ra'd: 33*, *QS. Al-Alaq: 14*, and *QS. An-Nisaa: 1*. According to Imam Al-Ghazali, *muraqabah* is done by purifying the heart from sins, dissociating heart to the world, as well as doing *riyadhah* which is based on three concerns: a) *takhali*, refers to the process of releasing and preventing the heart from every bad things. Avoiding *hasud*, *takabbur* and *kibr*, angry, and lies; b) *tahalli*, which decorates hearts with dormant qualities. *Ilmu laduni* can be obtained also by a person who is always do the right things; and c) *tajalli*, refers to the condition when the heart has been freed from the bad things and decorated with the good things, then the heart will be clean like a mirror reflecting shadows perfectly.

The second step deals with the process of *tafakkur* (thinking). Although *ilmu laduni* is recognized as a knowledge that comes from the heart, but the process can also be done by optimizing the logical intelligences. The soul within its life, will always learn from empirical experience. When these empirical data are processed within the process of thinking, surely his knowledge will be more developed and expanded. In the Qur'an, there are a lot of verses that invites people to constantly contemplate God's creations. For example, God commands us to see how the process of sunrises and sunsets, the process of creating a mountain, and even the creation of man himself, as well as many more. This explanation can be seen in the Qur'an. *Ali Imran: 190-191*, *QS. Al-Anbiya: 30*, and *QS. An-Naml: 88* (Aizid, 2013: 81-112).

The third step is doing the learning process gained through the acquisition process of all the knowledge and making the most perfect part of a large number of the knowledge itself. These three steps can be realized by human who has pure or clean body both physically and mentally. This kind of human will be able to know his God as close as his neck veins. Logically, science is a *nur* (light) of God, so that when the heart is like a clean glass, then the reflected light will be very clear. *An-Nur* (*nubuwah*) then becomes a theory which subsequently became a reference theosophical mysticism like *hikmah ilahiyah* of Ibn 'Arabi, *hikmah Isyraqiyah Suhrawardi*, and so on (Schimmel, 1986: 267).

Meanwhile, Tasmara (2001: 58-89) argues that strategy to obtain *laduni* intelligence are as follows: *mahabbah*, *riyadhah*, *mujahadah*, *muhasabah*, *muraqabah*, actual prayers which also mean a *maqam* or level of *ihsan* which spawned the feeling of "I feel being observed by the camera in any state", the one who cries in which it makes him be more focused. *Al-Israa ': 109: Maryam: 58.*

Moreover, Enha (2011: 151) states that the way to develop *laduni* intelligence is that a person should be able to get into the center of the soul energy atmosphere. He will be able to enter the area when he is able to manage his soul (*nafs*), heart cleansing (*qalb*) from internal lust (*hawa*) and external lust (lust), managing consciousness intellect (*aql*), optimizing the mind (*Fikr*), beautifying intuition (*dzauq*) and his creativity (*as-sadr*), sharpening the eyes of the heart (*bashirah*), and soften the deepest core of conscience heart (*lubb*). Without having all of this, reaching the *laduni quotient* (LQ) will be more fictional and merely as imagination.

Therefore, developing the *laduni* intelligence can be reached through many avenues, because for anyone who *bermujahadah* to Him, they will be shown a variety of way, as in the Qur'an Surah Al-Ankabut verse 69. One of the strategies is through the road of *wird*. In our cultural perception, *wirid* refers to a particular reading done regularly and continuously. There are so many forms of kinds *wird* used to achieve *ilmu laduni*. Through readings taken from *asmaul husna*, the verses of the Qur'an, or the prayer of the Prophet Muhammad, the privilege of prayer done by Prophet's companions, the prayers done routinely by the Islamic scholars or even certain prayers compiled (enha, 2011: 151-152). While Aizid (2013: 113-123) explains, in addition to the above strategy, there are other strategies to gain *ilmu laduni*, such as learning, being afraid of Allah, implementing the knowledge, avoiding to love worldly things, praying, and preaching (*dakwah*).

Thus, from a variety of strategies above, developing *laduni* intelligence or gaining *ilmu laduni* can be done in two ways: First: *wahby*. *Wahby* refers to an effort with no learning process, but tried to be as close as possible to God, as *riyadhah*, *mujahadah*, *muroqabah* and so forth. Second, *kasyby*. Kasyby deals with the process of developing *laduni* intelligence through the learning process such as through the process *iqra*, *tafakkur*, writing, and researching. The following is the flow chart of learning applications in developing LQ:
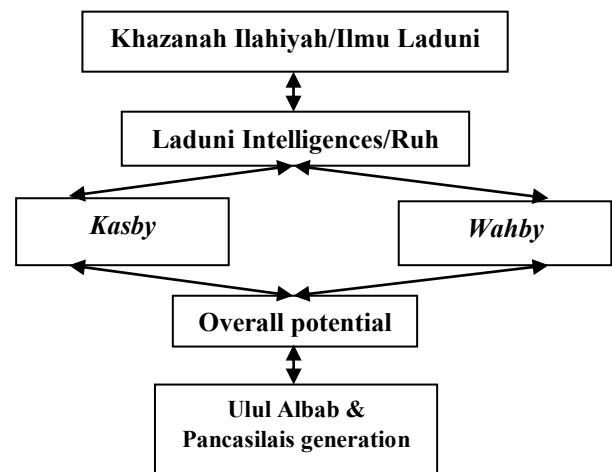
Figure 2. The Flow of Learning Application in Developing *LQ*

CONCLUSION

The *Laduni* Intelligence / *Laduni Quotient* (LQ) is the truest intelligence related to the wisdom, truth and divine knowledge. This intelligence produces a very deep sense of love to the truth (*mahabbah lillah*), so that all of his actions will be guided by *ilmu ilahiah* (*'ilm Laduni*) that drove him to ma'rifatullah. In making it works, is not only requires the optimization of the potential within the brain, but also the utilization of reason, multiplying the potential of the heart, and reach the region of *ruh-ruhaniyah*. That is why, *laduni* intelligence is not likely to grow only by using the potential of thinking, but also the utilization of the remembrance potential (*dzkir*). Hence, the *laduni* intelligence will connect the IQ, EQ and SQ which is operating in the areas of brain with other intelligence devices such as *dzauq*, *aql*, *sadr*, *Fu'ad*, *bashiroh*, and *lubb* (which operates in the area of the Heart). When the intelligences and the heart are combined and work cooperatively, it will also be connected with the totality of spiritual intelligence (which operates in the region *ruh*).

Therefore, to operate the *Laduni* intelligence, then a servant needs to go through the learning process. Learning within the perspective of LQ is a process or attempts to gain *laduni* knowledge by

developing the *laduni* potential intelligence at the center of all the potential intelligences that exist in the bodies and *nafs* (intelligence: IQ, EQ and SQ; and the heart's intelligence: *aql*, *dzauq*, *sadr*, *fuad*, *bashirah* and *lubb*), so that all of the potential will benefit to the life in the world and after-world. This learning theory originated from the Qur'an (*Surah Al-Kahf: 65*, *QS. Al-Baqarah: 115 & 282*, *QS. Al-Ankabut: 69*, *QS. Al-Qasas: 7*, *QS. Al-Araf: 172*, *QS. Al-Qaf: 16*, *QS. Al-Alaq: 1-5*, and *QS.An-nisa: 113*) and the Hadith of the Prophet Muhammad. (History Mutafaqqun 'alaih, At-Tirmidhi, Abu Dawud and Abu al-Nu'man in Hilyah). Whereas the objective is to realize an *ulul albab* generation like the Islamic prominents that exist in the golden age of Islam (Ibn Rushd, Ibn Sina, etc.) and Pancasilais generation like the Islamic leaders in Indonesia (KH, Achmad Siddiq, KH. M. Hashim Ash'ari, etc).

LQ learning applications falls into two strategies: 1) *wahby*; *Wahbi* refers to an effort without involving learning process, but through being closer to God, as *riyadhah*, *mujahadah*, *muroqabah* etc., and 2) *kasyby*; kasybi deals with the process of developing *laduni* intelligence by learning or giving extra efforts, such as through the process *iqra*, *tafakkur*, writing, and researching.

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KYAI LEADERSHIP IN IMPROVING ORGANIZATIONAL PERFORMANCE IN PESANTREN

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ABSTRACT

Leadership plays an important role towards the advanced or failure of an organization, as well as with the leadership of Kyai in pesantren that is unique in organizational systems. Kyai as a leader in the pesantren must be a man who has a broad view and have a strong commitment to education management with the values relegiuitas high and the fulfillment of the demands of an increasingly complex society. Kyai as pesantren leaders are required to uphold the noble valuesthat become a reference in the act and develop schools in accordance with the times. Of course, every pesantren has the character and uniqueness, as well as pondok pesantren Nurul Jadid Paiton, Probolinggo. In the system of leadership, Kyai as the supreme leader at the pesantren are required to maintain the Islamic tradition, the tradition of knowledge that became his trademark to be developed in accordance with the expectations of all parties. In addition, to create a superior corporate governance, the Kyai also required to have good managerial skills in shaping the organizational climate of pesantren in order to create professional organizational performance. Organizational performance in pondok pesantren Nurul Jadid Paiton Probolinggo is part of the spirit and the religious spirit capable of mobilizing and moving the entire component schools to achieve organizational goals. Therefore, Kyai must have proven strategies in order to improve their performance in order to achieve the vision and mission of comprehensive schools.

Keywords: *kyai leadership, organizational performance*

Pesantren including any one of the oldest Islamic education in Indonesia whose existence is increasingly demanding public. The existence of schools indicated the absence of planning "mature" when viewed inception, so the layout of the building boarding school rather "sembrawut" and cenderungl disassembly layout of the building. Usually the establishment of boarding starts from the community's trust someone who is considered 'alim (versed in religion), by chanting the Qur'an then berlajut on materials classics (religious material). Patience, concern in spreading religious teachings, as well as unconditional ("sincerity") which was engraved in people 'alim (Kyai), it makes people have a sense of empathy that is not terbendungi so that the enthusiasm of people to chant, religious study and even publish on others not inevitable.

Kyai as supreme leader has the freedom Yag as possible to megambil actions and policies related to the management of schools, resulting Adaiah various model schools following pressure (special character or characters each **Error! Reference source not found.**.. On the side others that Kyai a single center of power that control the sources of knowledge and authority, and into a stand for his students. Then Kyai be leaders who serve as well as protect the students, according to the background of the establishment of the pesantren.

Leadership is a part of the organization of schools, even an urgent matters in the course of pesantren education institutions, particularly in Nurul Jadid Paiton, Probolinggo. This can be seen in the fact that when a leader has done its job properly manage the organization then the organization will be good anyway. In Islam leadership (to appoint a leader) is highly recommended, even when in a group numbering two or three people were ordered to lift one of them to be a leader. In essence, a brilliant leader is a leader who has all the attributes of leadership. Ideally this is so. But everyone has their advantages and disadvantages **Error! Reference source not found.**.

Nurul Jadid Islamic boarding schools since the founding progress rapidly without leaving the old traditions are still considered relevant. The development of Nurul Jadid Islamic boarding schools are not necessarily seen santrinya quantity, but the implementation of organizational life and its people are very close to the values relegius who become daily activities. From the establishment, Nurul Jadid Paiton Probolinggo have developed formal educational institutions in addition to boarding school education. Although boarding schools iconic "modern", seems to be in the thick leadership with values relegius nuanced in akhlakul karimah.

In developing the educational institution, Nurul Jadid Paiton Probolinggo requires a leader who is able to provide the opportunity to achieve

the goal the establishment of boarding schools and are able to create a healthy organizational climate, so that the quality of education in Nurul Jadid Paiton Probolinggo quality and competitiveness. One of the leadership system capable of reaching these objectives is the behavior of the leadership shown in managing the organization he leads **Error! Reference source not found.**.

Kyai position as leader schools are required to uphold the noble values that become a reference in the act, act and develop schools in accordance with developments. Of course, every boarding school has its own character, then Kyai as a leader institution is also required to maintain a culture of schools that have been built and improve organizational performance schools. Scientific culture concerning science developed and diunggulan at the institute, while the performance of organizations is an attempt Kyai boarding schools as a leader in improving the performance of all components of boarding schools in order to accomplish a common goal.

Kyai's leadership in improving organizational performance in Nurul Jadid Paiton Probolinggo is necessary, given the performance of the organization pesantren become a benchmark of achievement of the objectives of education in it, so it becomes a strong motivation for Kyai manage pesantrennya and determine the system of organizational behavior in it.

The existence of Kyai as pesantren leaders, in terms of roles and functions can be viewed as a phenomenon unique leadership, because in addition to leading educational institutions of Islam were not only make the curriculum, making the order, designing evaluation systems at the same time implementing the learning process associated with religious knowledge her care, she was also a builder, community educators and community leaders as part of improving organizational performance schools. These conditions require a Kyai in the role and function to have the wisdom and insight, skilled in the religious sciences, capable of instilling attitudes and views and shall become a top figure (example) as a good leader.

The focus of this research is "Kyai leadership in improving organizational performance in Pesantren Nurul Jadid Paiton Probolinggo". Based on the focus of this study can be formulated the problem as follows; 1) How does the behavior of the leadership of Kyai in pesantren improve organizational performance, 2) How is the performance of the organization? 3) What about the implications of the behavior of the leadership of Kyai in improving organizational performance in Nurul Jadid Paiton Probolinggo?

According to John D. Pfiffner & Robert Presthus, *"Leadership is the art of coordinating and motivating individuals and group to achieve desired ends"* **Error! Reference source not found.**. According to Martin J. Gannon, *"Leadership is the ability of a superior to infuence the behavior of subordinates; one of the behavioral in organization* **Error! Reference source not found.**.

As previously stated by Bernard M. Bass that each person can define leadership, it menunujukkan how widespread sense of a leadership itself. In addition to the understanding of leadership in general may also be classified understanding of leadership specifically according to the needs and interests interact in a community to achieve the goal.

According Mujamil Qomar "Kyai more than a teacher, Kyai position similar to the position of king. Kyai owning, maintaining, nurturing and developing certain schools so honored Yag very high **Error! Reference source not found.**.

Binti Maunah, "Kyai as caregivers (supreme leader) has the freedom pant possible to take any action or policies related to the management of schools, resulting in their various model schools following pressure (special character or characters respectively) **Error! Reference source not found.**.

Leadership is an influence process relationships that occur in a community that is directed to the achievement of common goals. Besides, if you see the leadership formula proposed by Paul Hersey and Kenneth H. Blanchard, the relationship between the leader and the led should not always be in a hierarchical relationship. This suggests that the definition of leadership is the process of someone who has the art or the ability to influence, coordinate and mobilize people so that cooperation arises regularly in an effort to achieve common goals that have been set or formulated.

Leadership of an official nature (formal leadership) that leadership is summed up in an official leadership positions in its implementation always on foundations or official regulations **Error! Reference source not found.**. Thus, leadership is everyone who is able to guide, direct, encourage, encouraging others towards the goal, or in other words, leadership is everyone who is able to guide, direct, encourage, encouraging others towards the enhancement and improvement of the quality of education.

While the behavior is what one does and what others receive or feel and become an action. Behavior is a function of the interaction between an individual and his environment **Error! Reference source not found.**. Leadership behavior is the response of the individual as a motivator in an

organization against actions which can be observed and have a positive or negative impact on an organization. Leadership behavior is a behavior pattern that is shown at the time that person affects the activity of other people as perceived others.

Leader in carrying out daily tasks must be based on the orientation of the leadership that characterizes the behavior of the application. One of the reviews about the leadership behavior that is applied is oriented leadership behaviors and task-oriented leadership behaviors of human relationships. The leadership orientation can be called dimensions of leadership

In its development, leadership theory has an assortment of theories to explain how to lead and the community he leads. Mara'at offers five theories in leadership theory, namely "environmental theory, the theory of personal-situational interaction theory, humanistic theory, and the theory of expectations. James Owen, in his The Leadership Game, two theorems and one matrix, namely trait theory, and Matrix of Leadership style. While Tannenbaum and Massarik in his Leadership; a frame of reference, suggests several approaches to see such leadership trait approach, situational approach, and follower-orriented approach **Error! Reference source not found.**.

According to George R. Terry, there are six theories about leadership, namely ;

a. *The Stuasional Theory.* Leadership stated that there should be enough flexibility in leadership to be able to adapt to situations situai different. Leadership is multidimensional. In this theory of leadership is composed of four variables; the leader, the followers, the organization and the influence of social, economic and political.

b. *The Personal Behavior Theory.* Leadership can also be studied on the basis of personal qualities or behavior patterns leaders. This approach emphasizes what is done by the respective leaders in the lead. One important contribution of this theory is that a leader does not behave the same or perform the same actions in each situation.

c. *The Supportive Theory.* in this case, the leaders take the position that the followers wanted to carry out their businesses seaik possible and lead them best done by supporting their efforts. For that purpose, the leader creates a work environment that helps stimulate the desire of every follower to cooperate with other parties as well as develop their own skills and abilities ... some are named theory of democratic leadership.

d. *The Sociological Theory.* In this theory, the leadership considered to be made of the efforts of labor; 1) Helping the activity-activity of the followers, and 2) Trying to resolve any conflict between the followers oraganisatoris. Leaders set goals for where the followers participated in the final decision-making areas. Identify the purpose of providing direction that is often required by the followers.

e. *The Psychological Theory.* The principal function of a leader is to develop the best motivation system. Leaders stimulate subordinates to help achieve organizational goals and to satisfy their own objectives. Leadership motivates very concerned sifa-subordinate properties such as; recognition, emotional certainty and the opportunity to adjust degan the desires and needs of people.

f. *The Outocratc Theory.* Leadership is based on this theory emphasizes the commands impositions and acts somewhat arbitrary in an association leaders who are concerned with the subordinate parties. Leaders here tend to focus on the job; he held a close supervision so that work is carried out according to plan and he took advantage of measurements in the field of production to achieve the goal **Error! Reference source not found.**.

Performance is defined as; something that is achieved, demonstrated achievement and employability **Error! Reference source not found.**. Performance is the success of the personnel, team, or organizational units in realizing the strategic goal previously set with the behavior expected **Error! Reference source not found.**. As for the definition of performance by the experts as follows;

a. According to Tika, performance is the results of job functions / activities of a person or group in an organization that is affected by a variety of factors to achieve organizational goals within a specified time **Error! Reference source not found.**.

b. According Mangkunagara, performance is the result of the quality and quantity of work accomplished by an employee in performing their duties in accordance with the responsibilities that will be given to him **Error! Reference source not found.**.

c. Performance (performance) is an overview of the level of achievement of the implementation of an activity / program / policy in achieving the goals, objectives, mission and vision of the organization as stated in the strategic planning of an organization. The term is often used to refer to the performance or achievements of the success rate of individual or groups of individuals **Error! Reference source not found.**.

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The definitions indicate where performance is a record of the effects produced on a job function or activity for a certain period associated with organizational objectives. A person's performance is a combination of capabilities, businesses and opportunities that can be measured from the effects it produces. Therefore, the performance not about personal characteristics exhibited by a person through the work that has been and will be carried out by someone. Performance can also be interpreted as an individual's success in doing his job. The measure of success of each employee depends on the function of specific work in the form of activity for a certain period. In other words, the measure of success is based on the performance of the applicable size and adjusted to the type of work **Error! Reference source not found.**.

While the organization is defined as a group of people who are working towards a common goal under a single leadership. In other words, the organization is a plan for cooperative efforts in which each participant has a recognized role for the run and obligations or tasks to be implemented **Error! Reference source not found.**.

Organizational performance is an overview of the work of the organization in achieving its goals will of course be influenced by the resources owned by the organization. The resources in question can be either physical or nonphysical human resources such as regulation, information, and policies, to better understand the factors that can affect an organization's performance. The concept of organizational performance also illustrates that each public organization providing services to people and to do the measurement performance by using performance indicators are there to see whether the organization has conducted its duties well and to identify its purpose has been achieved or not.

Performance is a commonly used to monitor the productivity of human resources-oriented production of goods, services or service. Similarly, the embodiment of a proud performance as well as the intrinsic rewards. This will continue in the form of subsequent performance, and so on. In order to achieve a professional performance should be developed such things as: volunteerism, personal self-development, development of mutually beneficial cooperation, as well as full participation.

That will happen when a leader to know about the factors that affect the performance of subordinates, namely; ability factor and motivation factor that is described as follows;

a. Factors ability. Psychologically, the ability of employees consists of the potential ability (IQ) and the ability to reality (education). Therefore, employees need to be placed in a job that matches his skills

b. Motivational factors. This factor is formed from the attitude of an employee in the face of the work situation. Motivation is the result of a result to be achieved by someone, and someone who estimates that his actions would lead to the results that he wanted it. That is, if someone really wants something, it will open the way to get it, so concerned are motivated by the desire and will work to get it. Motivation is a condition that drives the employees toward the achievement of goals.

c. Mental attitude, a mental condition that encourages a person to strive to achieve the fullest potential labor **Error! Reference source not found.**.

Based on these opinions can be concluded that the employee's performance is influenced by factors both internal and external factors of an employee. The external factors are closely related to the situation or conditions of employment at a company or organization, one of the problems and conflicts.

Effective managers will utilize the organization's resources in a way that produced good work and satisfaction for those who participate in carrying out the necessary work. There are two criteria related to an individual's performance, the effectiveness and efficiency **Error! Reference source not found.**.

There are two basic categories of attribution: it is internal or dispositional (associated with the properties of people), with which are external or situational (which can be connected to one's environment). For example, the behavior (in this case the performance) can be traced to specific factors such as ability, effort, task difficulty, or good fortune. Ability and effort are the causes that are internal to external. Nonetheless, a number of other factors may also affect performance, such as behavior, attitude and actions of the subordinate co-workers, or leadership; resource constraints; economic conditions; and so on **Error! Reference source not found.**.

From this it can be seen that the effectiveness of the performance is a measure of the achievement of a task or goal. While the efficiency of the performance is to measure the cost of the necessary resources in connection with the achievement of a goal, in this case is the ratio between the output (output) generated by the real input (input) used.

Organizational performance is an indicator of the level of achievement that can be achieved and reflects the success of the manager. Organizational performance is how far the level of ability of the

tasks of the organization in the achievement of objectives in accordance with the capabilities and program / policy / vision and mission that has been set previously.

Organizational performance meant as an overview of the work of the organization in achieving its goals will of course be influenced by the resources owned by the organization. The resources in question can be either physical or nonphysical human resources such as regulation, information, and policies, to better understand the factors that can affect an organization's performance. The concept of organizational performance also illustrates that each public organization providing services to people and to do the measurement performance by using performance indicators are there to see whether the organization has conducted its duties well and to identify its purpose has been achieved or not.

The performance of an organization can be seen from the degree to which the organization can achieve the goals that are based on the vision and mission that have been defined previously. For that, we need some information about the organization's performance. The information can be used to evaluate the work done for this organization, has been in line with the expected goals or not.

Performance is used to monitor the productivity of human resources-oriented production of goods, services or service. Similarly, the embodiment of a proud performance as well as the intrinsic rewards. This will continue in the form of subsequent performance, and so on. In order to achieve a professional performance should be developed such things as: volunteerism, personal self-development, development of mutually beneficial cooperation, as well as full participation.

Organizational performance in educational institutions boarding will happen when a leader / Kyai know about the factors that affect the performance of subordinates so that a system of organizational behavior in leadership. Factors affecting the performance of individual labor, namely; their ability, motivation, support received, the existence of work they do, and their relationship with the organization **Error! Reference source not found.**.

While the factors that affect a person's performance include;

1. Personal factors / individual, covering elements of knowledge, skills (skills), ability, self-confidence, motivation, and commitment possessed by each individual teacher

2. leadership Factors, covering aspects of the quality of the manager and the team leader in providing impetus, encouragement, guidance and support to the work of his subordinates

3. Team factors, including the quality of support and encouragement given by colleagues as a team, trust in his fellow team members, compactness and the closeness of the team members

4. System Factors, including working system, working facilities given by the leadership, organizational processes and work culture in the organization **Error! Reference source not found.**

As a leader in pesantren, Kyai a central element in the life of schools, not only because the clerics who became the main support of the continuity of the education system in schools, but also because kyais figure is a reflection of the values that live in the community of students. The status and influence of clerics is located on privately owned virtue clerics, namely mastery and depth of religious knowledge, piety is reflected in the attitudes and daily behavior that reflects the values of life and is characteristic of pesantren as sincere, tawadhu`, and orientation to life ukhrowi to achieve riyadhah. Kyai is the most essential element of a boarding school. He often even the founder. It's only natural that the growth of a boarding school depends solely on his personal skills clerics.

Kyais with an excess of knowledge of Islam, is often seen people who will always be able to understand the greatness of God and the secrets of nature, to thereby they are considered to have a position that is not affordable, especially by most laymen. In some ways, they showed their specificity in the form of dress which is a symbol of wisdom, namely cap and turban.

Obviously, the behavior of the leadership of Kyai - in running the organization in boarding school - had a large stake in creating his students were ready for use in the community, both in terms of keilmuaan, religious, and akhlakul karimah. The amount of responsibility carried by Kyai in pesantren leads provide a strong motivation to do the best for his people, especially in improving organizational performance in pesantren.

Performance Kyai organization through leadership behavior can be analyzed using the balanced scorecard measurement as stated by Robert S. Kaplan and David Norton. According to him, a balanced scorecard measurement system consists of four perspectives, namely; financial perspective, customer perspective, internal business and learning and growth perspective **Error! Reference source not found.**. The perspective can be described as follows;

Departing from the theory, it can be seen how effective leadership behavior in running wheels Kyai organization in boarding school. In this case there are several factors that cause clerics boarding school leaders can improve organizational performance significantly. Factors may include five things: First: traditional ties, the traditional bond between clerics and internal boarding school, with the government and the environment, is very strong and unified and therefore contributes to the dynamics of the process of life in the village. Bond that exists between elements of the boarding school with a social environment that can shape social and political power, so that the traditional ties together have the power to respond to what the will of clerics.
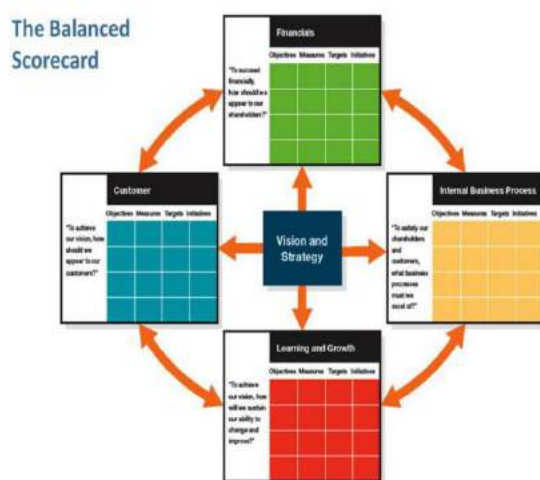
Second, intellectual ability, Kyai usually intellectual superiority. He was able to eliminate the bad intentions that threaten the existence of the self and its institutions and are able to utilize people's religious loyalty to his charisma. Third, the relationship. In the perspective of sociology, religious scholars sebgai figure deemed high status, honored and respected by the community. The above similarities beliefs and values, religious scholars can establish patterns of interaction and relationship between boarding school with rural communities. Fourth, the ability to mobilize. The rhetoric of charismatic clerics with the power lead which is supported by moral and religious authority is able to mobilize people for social purposes, including for political interests. Fifth, the catalyzing force, messages kyais boarding school in the fields of religion, education and social welfare are given in order to realize common **Error! Reference source not found.**.

METHODS

This study uses qualitative case study type design with a single site. The case studies in this research is a deep study on an individual, a group, an organization, a program of activities, and so within a specified time. The purpose of this study to obtain a full and in-depth description of Kyai Leadership Behavior in Organizations Improve Performance in Nurul Jadid Paiton, Probolinggo.

To determine the source of the data in this study, researchers used a technique purposive. Engineering data collection is done through; observation, depth interview, documentation, Focus Group Discussion. While data analysis is done through; data reduction, a data display, and conclusion drawing / verification.

RESULTS

Departing from the results of research in the field, it is known that the behavior of the leadership of Kyai in improving organizational performance in Nurul Jadid Paiton Probolinggo, building on the theory Ohio State among others; 1) Initiating Structure, which includes; determination of the vision and mission of schools, creation of a task force, delegation of authority, establish networking, organizational performance evaluation, 2) consideration, which includes; persuasive communication, accommodating to the input (absorption aspiration), participative decicion making, 3) value oeriented, which include; maslahah lil 'maid, uswatun hasanah, khidmah lil ma'had and discipline

Organizational performance in Nurul Jadid Paiton Probolinggo through leadership behaviors clerics with Balanced Scorecard is based on the theory presented by Robert S. Kaplan and David Norton as follows; 1) The financial perspective covers; a) the creation of efforts to strengthen the system of funding schools through; housing management, manufacture mini market, fueling stations, management of mineral water, bmt management nurja mu'amalat, b) financial centralization pesantren, c) a financial investment in a few sectors, d) financial planning in accordance with the strategic plan of pesantren, e) creation the financial system is accountable and transparent, f) the balance between expenditure with the desired result. 2) The customer perspective include; a) education in schools for all levels of society, b) many enthusiasts (new students) to educational institutions in the pesantren, c) the many achievements of students in academic and non-academic, d) increasing the quality of service in schools, f) the availability of development interests and talent students, g) the availability of assistance students achievement and less able, h) rising prosperity proportionally, i) the creation of cooperation inten with the external, j) high support from alumni, guardians of students and

sympathizers, k) of superior education institutions formal and non-formal, l) the fulfillment of the needs of schools. 3) internal perspective includes; a) development of formal educational institutions and non-formal, b) economic development uniquely pesantren, c) the development of the society, d) the development of arts and culture, e) development of institutional cooperation, f) the creation of a flagship program of boarding schools, g) curriculum integration of formal and non-formal , i) the number of achievements obtained, j) the implementation of minimum service boarding system, k) the number of alumni who play an active role in the activities of community organizations, l) the number of alumni who became leaders in their communities. 4) Perspective learning and growth; a) educators professional in carrying out their duties and responsibilities, b) increasing the competency and skills of students, c) tersampaikannya information or boarding program as a whole, d) increased work motivation

While the implications of leadership behavior of clerics in improving organizational performance in Nurul Jadid Paiton Probolinggo by referring to the "Theory of Meyer and Allen about the commitment of the organization" appeared in; high confidence of stakeholders to the existence of education and learning in the boarding school, which is marked by the increasing number and achievements of students caused by the quality of education schools are getting better. In addition, educational activities and learning in Nurul Jadid Paiton Probolinggo run effectively and efficiently as well as the behavior of all components of the schools reflect Islamic values.

CONCLUSION

The above study have implications for the improvement of leadership behavior according to the Ohio State Theory. This theory concludes that leadership behavior consists of two dimensions, namely: 1) Initiating structure stating that the structure shows the behavior of leaders in determining the employment relationship between him and led, and his efforts in creating a pattern of organization, communication channels and procedures are clear and; 2) Consideration stating that involves behaviors that indicate friendship, mutual trust, respect, warmth and communication between leaders and followers. Leaders who have a high consideration emphasizes the importance of open communication and participation.

When this theory is implemented in the behavior of the leadership of Kyai in pesantren, then this theory contributes greatly to the achievement of organizational goals. However, according to the findings of researchers in the field, need to be added on the values (value oriented) of the pesantren education institutions as a sub-culture of the nation's culture that have local knowledge (local indegenius). The value principle is Islamic values as the "spirit" of all the organization's activities in the boarding school conducted by all parties. So this research adds to the conclusions of the theory of Ohio State, that the leadership behavior not only consists of two dimensions but rather consists of from evaluating dimensions, namely; 1) Initiating structure, 2) Consideration, 3) Value-oriented

Second, this study provides theoretical implications, namely to strengthen and enhance the balanced scorecard theory as proposed by Robert S. Kaplan and David Norton. According to him, a balanced scorecard measurement system consists of four perspectives, namely; financial perspective, customer perspective, internal business and learning and growth perspective. When the theory is applied to measure the performance organsisasi in Nurul Jadid Paiton Probolinggo, it can be seen that the performance of the organization through leadership behavior Kyai in pesantren is very good and effective, both financial and non-financial aspects.

Third, the researchers also strengthen and enhance "Meyer and Allen's theory about the organization's commitment is very appropriate to be used in assessing the implications of Kyai's leadership in enhancing organizational performance. The theory argues that organizational commitment can be classified into three categories, namely; affective, normative, and continuance organizational commitment.

By using this theory, the implications of leadership behavior Kyai in improving organizational performance is very large, with felt; an increase in the yield on the quality of educational institutions schools, increases the good relations between groups in the organization of schools, the benefit of the group's activities more effective, conflict or atmosphere compete unhealthy among subordinates is very less and can be minimized, improving mutual understanding among individuals as well as the rise in the business of individual creativity. Through these results, commitment to the organization will be formed.

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THE ACCEPTABILITY OF THEMATIC LEARNING MODELS INTEGRATION WITH CHARACTER IN ELEMENTARY SCHOOL

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ABSTRACT

This study aims to determine the acceptability of developed RPP and CD thematic learning model is integrated with characters for the elementary school level. The design of this research is survey research. The subjects were 20 elementary school teachers in two cities in East Java. Methods of data collection using questionnaires. The data were analyzed descriptively. The results of this research are: 1) Score average includes impression of the RPP and the CD has been developed in 4 (high), the usefulness of the products developed are 4 with a high category. 2) The mean scores for content/materials include: clarity of the RPP and the CD is 4 (high), Understanding the contents of RPP and CD 3.8 (high), the suitability contents of RPP and CD with a score of 3.7 (high). 3) The mean scores for ease of application of products developed (RPP and CD) is 3.6 (high), 4) RPP and CD the thematic learning model with integration of character recommended for use used by 75% of respondents. The conclusion of this study is 1) The thematic learning model with integration of character (RPP and CD) feasible in learning activities in elementary school, because the character formation of students integrated directly into the learning process. 2) The temathic learning model with integration of character (RPP and CD) easily applied in teaching in elementary school because it was developed according to the characteristics and needs of elementary students.

Keywords: *the acceptability, thematic learning model, character, elementary school*

Efforts to improve the quality of education to do with the improvement of the education system, in this case the government and the school has a very important role. The Government reserves the right to make policies in the field of education, while the school as a place to carry out the policy of the government is to provide education (Setiawan, 2010). One of the policies carried out are changes in the curriculum. The curriculum is a means to achieve a goal and requires its reliability. Just like any vehicle, many imperfections in every curriculum. In the perspective of the interests of the nation, this curriculum vehicle will function and the role of both if the actors and observers have clarity of purpose and a shared vision, a road map is right, and reliability in the utilization of the vehicle (Lie, 2013). Last curricula used in education in Indonesia is currently the curriculum in 2013.

At the primary level, the curriculum in 2013 stressed on the implementation of the thematic approach by integrating character. The policy change the educational curriculum at primary school level has a profound influence on the development of education in Indonesia. One of the policies being drafted is a change in the number of packets subjects to be depreciated, on fusing science subjects

into science and social studies lessons are integrated into other subject matter such as Indonesian, Civics, mathematics, as well as increasing the number of school hours.

Some research indicates implementation of thematic learning has been difficult to implement (Harsiati, 2009). Noldy research results (2010) also showed that teachers do not carry out thematic learning with a variety of reasons. The results of other studies also not much different. Moreover, primary school teachers are also required to integrate the character of learning, which is practically very difficult for teachers. It shows that in the field of teachers needed a model of thematic learning both effective and easy to implement in SD.

Model thematic learning with the integration characters are easy to implement and effective at the same time are the basic things needed to improve the quality of learning in elementary schools. The need is not negotiable. Ready not ready to change their curriculum, teachers must maintain and improve the quality of education so that the quality of learning tertap awake. With the model to improve the quality of learning, it is hoped this model can be a guide for teachers, especially at the elementary level to always maintain the quality of education.

Based on the results of the development of thematic learning model in the form of lesson plans and instructional CD, with the integration of characters in SD expected to be used as an alternative model of learning in elementary schools. Before the thematic learning model with the integration of characters can be used, the necessary testing to determine their eligibility to potential users is an elementary school teacher. For this study aims to test the acceptability of thematic learning model with the integration of characters in SD.

METHOD

The research design used in this study is a survey research. The study population included all elementary school teachers in East Java. Sampling techniques apply research to determine the sample of schools and teachers a place for dissemination of thematic learning model with integration character. Samples of schools and teachers in the dissemination set purposive sampling. Schools involved in this research that schools in the district of Malang and Kediri, each with a number of teachers involved 20 people. The data collection is done by using the enclosed questionnaire. Analysis of the data used in this research is descriptive analysis. Descriptive analysis is applied to analyze the processes, products, and various participants with feedback on the thematic learning model developed.

FINDING AND DISCUSSION
RPP and CP Development Thematic Learning Model with Character Integration

RPP and CD product development model of learning through some of the following steps. 1) Identify Needs To Determine General Purpose Learning. At this stage it does is identify the general purpose of learning. The general objective is identified on par with KI and KD on Curriculum 2013. 2) Analysing Learning. Learning analysis done so that students can master the material well. Learning analysis conducted by KI and KD dissected in detail and mapped the sense of urgency to the achievement of KD. 3) Analyze Student Characteristics. Kids class I and IV SD categorized in childhood - a child aged 7-11 years. In this group of children are in the concrete operational stage (Shah, 2009: 30). In this age, the child will receive additional ability called the unit step thinking (system

of operation). This capability is useful for children to coordinate their thoughts on a particular event into their own thought system. 4) formulate spesific of goals learning. The formulation of specific learning objectives in the development of lesson plans and learning CD performed by analysis of indicators in particular. 5) Develop Instrument Rating. Assessment instruments in the RPP are presented in each lesson plan. Assessment instrument developed customized with KD to be assessed.

Assessment is used to determine student learning outcomes do with process assessment approach. In the assessment process is carried out to determine the extent of the observation of the student in understanding concepts, internalize certain values and information about students' learning behavior. Instruments used in the assessment by the teacher using the assessment sheet aspects of knowledge, attitudes, skills and student activity undertaken during learning activities take place. Assessment aspects of knowledge using the instrument in the form of a check list, assesses the attitudes, skills and student activity using instruments such as observation sheet with scoring criteria specified value. 6) Develop Learning Strategies. Learning strategies in comic-assisted module was developed based on scientific approach with regard component - namely learning component prapembelajaran activities, activities of information presentation, and closing activity. 7) Develop and Choosing Learning Materials. The subject matter in thematic modules compiled based on a design prototype product description previous chapter. The results on the development of this product in the form of RPP and CD Thematic Learning model. 8) Designing and Conducting Formative Evaluation. In this step instructional materials that have been developed in the form of the initial draft, then performed the validation test, a test of individual, small group trial and field trial to get the final product is fit for use with valid criteria, effective, attractive. To perform formative evaluation, researchers must first prepare research instruments to be used in the formative evaluation. The instruments include: sheets validation, questionnaire responses, a test sheet, and the observation sheet. 9) Revise Learning Materials. Revision of learning materials is based on input from the expert validation and prospective users.

Acceptance Test Results RPP and CD the Thematic Learning Model withIntegration Characters

Data collection activities carried out in the form of workshops followed by each of the 20 elementary school teachers from the district of Malang and Kediri as a research subject. Teacher workshop participants make an assessment and to provide feedback to improve the model of thematic learning with the integration of the character that has been developed. The assessment results and teacher input workshop participants are listed in Table 4.1 and Table 4.2.

Table 1.1. Thematic Research Learning Model with the integration of Character by Elementary School Teachers

NO	PART ASSESMENT	Class		Average
		1	4	
I	Usefulness Product			
	A. The impression of the CD impressions thematic learning model with the integration of characte	4	4	4
	B. Usefulness RPP and CD thematic learning model with the integration of character developed	4	4	4
II	Content/material in the RPP dan CD			
	A. Clarity of the contents of RPP and CD thematic learning model with the integration of character developed	4	4	4
	B. An understanding of the contents of RPP and CD thematic learning model with integration character.	4	3.6	3.8
	C. Conformity CD contents of RPP and thematic learning model with the integration of character, with the characteristics of elementary school students and learning in elementary schools	3.6	3.8	3.7
II	Application of products developed			
	A. Ease of application of the RPP and CD thematic learning model with the integration of character	3.6	3.6	3.6

Table 1.2 Criteria Scoring

Scor	Criteria
1 – 2	Low
2.1 – 3	Medium
3.1 – 4	High

Table 1.3 Feedback Teacher Workshop of the RPP and the CD Thematic Learning Model with thw Integration Characters

Class	Teachers Feedback
I	1. Determination of the learning objectives need to be adapted to the conditions of the class (students) 2. CD learning is very interesting and could be a model for designing learning in the classroom 3. Already in accordance with the characteristics of elementary school students and the teaching situation in SD 4. Demand high creativity of teachers 5. Nice and need to be developed for each grade 6. Suitable to develop students' character
IV	1. In the RPP is clear enough to the character to be achieved, but the CD is not very visible target character 2. Teachers are required creative and the students involved in the learning 3. Demanding attention equally to all students as it aims to develop character 4. CD interesting learning model 5. Easy to understand and easy to apply 6. It's pretty good, stay refinement course

General comments of 40 teachers as respondents as follows: 10 (25%) said the model of thematic learning with the integration of characters worthy of use in the field with little revision, and 30 teachers (75%) stated that the model of thematic learning with the integration of character fit for use without revision.

The assessment results and teacher input SD for RPP and CD thematic learning model with the integration of the characters listed in Table 4.1. The data presented is their opinion after using RPP and CD thematic learning model with the integration of character, and after reading the RPP and CD thematic learning model with integration character. In Table 4.1 are described as follows.1) Score average includes impression of the RPP and the CD has been developed in 4 (high), the usefulness of the products developed are 4 with a high category. 2) The mean scores for content / materials include: clarity of the RPP and the CD is 4 (high), Understanding the contents of RPP and CD 3.8 (high), kesuaian contents of RPP and CD with a score of 3.7 (high). 3) The mean scores for ease of application of products developed (RPP and CD) is 3.6 (high)

Usefulness product CD RPP and thematic learning model with the integration of character with the average score of 4 or higher categories, and recommended for use by 75% of respondents. RPP and CD thematic learning model with the integration of the characters are in accordance with the curriculum in 2013, was able to develop the professionalism of teachers and/ or education, according to the characteristics of elementary school students, in accordance with the conditions/situations of learning in elementary schools, and is able to facilitate the development of student character. Thus in general the contents of RPP and CD thematic learning model with the integration of characters can be used as an alternative to the character development of students through learning activities.

In general, in the opinion of elementary teachers about lesson plans and a CD thematic learning model with the integration of decent character can be said to be used to develop the character of students through learning activities in the classroom. Goals expected character is quite clearly stated in RPP developed and evident in the CD learning model. Based on teacher feedback regarding the RPP and CD thematic learning model with the integration of character, RPP and CD as a research product recommended for character development of students in the school. RPP and CD thematic learning model with the integration of character presentation coherent, systematic, straightforward and easily understood, the content / materials are able to develop academic skills, creativity, motivation and ability to innovate, and have the motivation to learn more and be able to hone the student's character. Disadvantages

RPP and CD thematic learning model with the integration of the character is still there is a typo.

The curriculum is the number of subjects that must be taken and studied by students to acquire some knowledge (Hamalik, 2003). According to Nasution (1999) curriculum is any attempt to influence the child's school to learn whether in the classroom, on school grounds or outside school, including curriculum. The curriculum must be able to anticipate these changes, because education is considered the most strategic ways to offset the progress of science and the technology .. the curriculum can be (at least slightly) predicting the outcome of education / teaching expected because it indicates what should be learned and what activities that should be experienced by learners. Results of education sometimes can not be known immediately or after students complete an education program. Renewal of the curriculum needs to be done because there is no single curriculum that fits all time, the curriculum should be able to adjust with the times are always liable to change.

Curriculum renewal is needed because the curriculum as a means to achieve the goal must adapt to the development of society are constantly changing and ongoing. Curriculum renewal usually starts from a fundamental conceptual changes were followed by structural changes.Renewal is said to be partial when only occurs in certain components, for example on the goal alone, just the content, method, or any assessment system. A comprehensive curriculum renewal when it includes all components of curriculum change (Sudjana, 1993).

In Indonesia itself has repeatedly changed the curriculum. History curriculum in Indonesia often changed every turn of the Minister of Education, so that the quality of education in Indonesia has yet to meet the quality standards are clear and stable. In the course of history since 1945, the national curriculum has undergone changes, namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 1999, 2004 and 2006. The changes are a logical consequence of the change of political system, socio-cultural , economy, and science and technology in the community of nation and state. Therefore, the curriculum as a set of educational plans should be developed dynamically in accordance with the demands and changes taking place in society. All national curriculum designed by the same basis, namely Pancasila and the 1945 Constitution, the difference in the principal emphasis of educational goals and approaches in realizing it. More specifically, Herliyati (2008) explains that after Indonesia's independence in the implementation of educational curriculum known several times that a simple curriculum (1947-1964), curriculum renewal (1968 and 1975), skills-based curriculum process (1984 and 1994), and competency-based curriculum (2004 and 2006). In general, curriculum changes and improvements carried out every ten years. The curriculum change is done so that the curriculum is not up with the development of society, including science and technology.

The curriculum in Indonesia move dynamically, meaning that always changes in a few years. At the beginning of 2013 is more crowded again discussed the implementation of the curriculum replaces the 2013 curriculum 2006 (KTSP). Curriculum 2013 will be the curriculum of all schools 11 that used since Indonesia's independence.

Curriculum 2013 is the replacement of the curriculum SBC 2006, which primarily is the integration of several subjects into one subject. This is done on the consideration that some countries have been successful and have qualified human resources. If the calculation of the time in the implementation of learning also efficiency of time becomes shorter because it combines the time normally used to some subjects into one subject.

Curriculum changes certainly make an impact on all aspects related to education. The problems that arise from the implementation of the curriculum in 2013 have a direct impact for students, teachers and the government itself. For learners, the impact of changes in the curriculum requires them to adapt to the presentation of new subjects, the addition of school hours, changing standards of graduation, which makes them have to adjust with the existing curriculum, whereas dikurikulum previously in force pendidiklah with their creativity that adjusts plan learning process conditions of the students. Furthermore, the participants educators (teachers) will turn off their creativity and innovation in developing learning techniques, for all regulated centralized process of the central government. No more forums teacher associations actively involved in the design manufacture student worksheets, preparation

of text books books in the team, as well as restrictions in exploring the ability of teachers in the development of his creation in the process of teaching in schools.

Thematic learning more emphasis on students' involvement in the learning process actively in the learning process, so that students can gain direct experience and are trained to be able to find themselves a variety of knowledge they have acquired. Through direct experience students will understand the concepts they learn and connect with others who have understood the concept. This learning theory led leaders Gestalt psychology, including Piaget stressed that learning must be meaningful and oriented to the needs and development of children.

The conceptual connection between the subjects studied and will form the scheme, so that the students will acquire knowledge of wholeness and roundness. In addition, the application of thematic learning in elementary schools would help students, because according to the stage of development of students who still see everything as a whole (holistic).

Some characteristic of thematic learning, among others: 1) choose the experience and learning activities are highly relevant to the level of development and needs of primary school age children; 2) choose activities that departed from the interests and needs of students; 3) selecting learning activities will be more meaningful and memorable for students so that learning outcomes can last longer; 4) help develop students' thinking skills; 5) presents a pragmatic learning activities in accordance with students' problems often encountered in the environment; and 6) develop students' social skills, such as cooperation, tolerance, communication, and responsiveness to the ideas of others.

With the implementation of thematic learning as in the description, required teachers creative and highly motivated so do not easily give up the challenge. With the integration of thematic learning the character of students were able to see meaningful relationships of various subjects and while practicing / get used to doing the positive behaviors. With the integration of thematic learning students can see the character of the relationship antarmatapelajaran so mastery of the concept will be better and at the same time increased. In addition, with the integration of thematic learning the characters expected to develop students'

social skills, such as cooperation, tolerance, communication, and responsiveness to the ideas of others, and concern for the environment.

Similar to the concept of thematic learning, integrated learning is basically how to present meaningful curriculum for children. That is, the teaching materials are not used in isolation, but it is a unified whole by adopting the appropriate learning to the developmental needs of students. Thus, an implementation of integrated learning in elementary school there are several forms. Judging from the nature of the material combined among them there are two forms of implementation of integrated learning, which field of study intra-integrated learning and integrated learning across subject areas. Said intra-integrated learning if the combined field of study is materials (basic materials / sub topic, concept / sub concepts, skills or values) in a single field of study. A material that combines the learning of reading, listening, speaking, and writing is called intra-integrated learning areas of study, for example, learning that combines the fields of study Indonesian, English, science, social studies and mathematics.

With the implementation of thematic learning as in the description, required teachers creative and highly motivated so do not easily give up the challenge. With the integration of thematic learning the character of students were able to see meaningful relationships of various subjects and while practicing / get used to doing the positive behaviors. With the integration of thematic learning students can see the character of the relationship antarmatapelajaran so mastery of the concept will be better and at the same time increased. In addition, with the integration of thematic learning the characters expected to develop students' social skills, such as cooperation, tolerance, communication, and responsiveness to the ideas of others, and concern for the environment.

In curriculum development guidelines in 2013 stated that the principle of curriculum implementation should lead all learning to improve students' skills in reading and writing. Explicitly in goal Indonesian subjects ranging from the level of basic education and secondary education stated goal to foster understanding of learning to read critically creative. Reading literacy skills is the ability to identify, understand, interpret, and create written discourse which

he read in various contexts of communication. Reading literacy relates to the ability to understand and use written language forms required in communicating with the public and or get the value individually. Reading literacy relates to the ability of the students put the meaning of the various texts to learn, participate in communication in school and everyday life as well as to find the value individually

Teaching materials that focus on the development of literacy help to improve the ability to communicate effectively, express ideas, and share information. Someone said to achieve literacy adequate if learners can effectively communicate as a listener, reader, writer, speaker on a variety of communication goals (Anderson, 2003). By understanding the demands of literacy learners, RPP and CD thematic Learning for teachers developed based on the demands of student competence that will be taught by teachers. Thus, the high relevance and validity of this module product test results show that the products according to the demands of basic competencies required curriculum in 2013.

Usefulness RPP and CD thematic Learning for class I and IV according to elementary teachers as potential users, enter both categories. That is, the RPP and CD thematic learning are developed in accordance with the characteristics of thematic learning basic competence in the context of Curriculum 2013. Basic competence is the purpose of learning is deepened as the provision of teachers analyze learning materials. This is relevant if it is associated with the opinion of Dick Carey (2009) that in order to succeed in learning the necessary understanding of the basic concepts of the subject and identification subskills. Teachers need to identify the skills subordinate of competencies will be taught.

CONCLUSSION

Research on the Development of the acceptance test the Thematic Learning Model

with Integration character can be summed up as follows. 1) Model thematic learning with the integration of the character of RPP and CD feasible in learning activities in elementary school, because the character formation of students is integrated directly into the learning process. 2) Model thematic learning with the integration of the character of RPP and CD easily applied learning model in teaching in elementary school because it was developed according to the characteristics and needs of elementary students. Based on the results of the study, submitted suggestions in implementing the thematic learning model with the integration of the following character. 1) Teachers are advised to develop their creativity in order to manage learning in the classroom learning situations in the classroom fun and the students are always in a condition ready to learn. 2) Teachers are advised to always set a target character is expected that the learning activities are designed can integrate the character formation of students through learning.

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SUPPORT FOR
WEB-SUPPORTED SYSTEM COLABORATION LEARNING TO LIVE BASED LEARNING CURRICULUM

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ABSTRACT

Curriculum University of Malang had undergone fundamental changes, namely the CBC towards Life Based Learning (LBL). The development of research in the Department of Educational Technology (TEP) Faculty of Education (FIP), State University of Malang (UM) has lead in collaborative learning on the System Application of Learning On-Line (SAPROL) since 2007. The aim of this study is to develop a Web-Supported System For collaboration Learning (WSSCL) in SAPROL TEP FIP live UM to support curriculum-based learning (LBL), State University of Malang. Content also includes the development of feasibility studies and empirical studies on WSSCL in measuring and ensuring the readiness of learners with WSSCL in a curriculum designed by UM. Studies focused on basic descriptive information WSSCL implementation.

Keywords: live based learning (LBL), web-supported system for collaboration learning (WSSCL).

The development of research in the Department of Educational Technology (TEP) Faculty of Education (FIP), State University of Malang (UM) has lead in collaborative learning on the System Application of Learning On-Line (SAPROL) since 2007. SAPROL be featured learning system for learning activities both is individual and collaborative. Later, the UM researchers majors TEP FIP shifted on how to develop web-based learning to collaborative learning needs. Deutsch (2011), Johnson and Johnson (1999), and others in the literature have suggested that collaborative learning and collaborative learning supported by computer departing from the model of direct transmission of learning by creating opportunities to construct knowledge and engaged in learning together , More specifically, collaborative learning supported by computer focuses on the study of how people learn together with computer support, and such support is inter subjective sense decision making unique areas of scientific assessment (Stahl et al. 2006).

Curriculum University of Malang had undergone fundamental changes, namely the CBC to the Live Based Learning (LBL). Hope UM is strengthening professional graduates is a must in the era of knowledge. The learning environment has evolved on combining work and study in a system of Education and Skills Training. The learning model is also a response to the changing context of the learning environment. Some of the development model that has identified the need for: a) approach to increase capacity rather than compliance approach in the learning environment, b) meet the changing nature and needs of the workforce,

c) pedagogical approaches are new to teaching and learning and innovation, d) strategy that will break a lot constraints on learners, and e) enhance the integration between working with the study.

Development of Web-Supported System For collaboration Learning (WSSCL) is a basic requirement in SAPROL TEP FIP UM in Live Based Learning. The cornerstone of scientific development WSSCL at LBL is a research Koschmann (2002) which states that learning is able to develop meaning and praktek require a system of making meanings in the context of joint activities, and the ways in which these practices are mediated through the media that is designed with system colaboration, The phrase 'meaning-making practices-in the context of joint activities closely related to the concept of social constructivism knowledge. Miyake (2007) argues for a socio-cultural perspective of collaborative learning supported by computers is a real social process in which individuals take responsibility for building their own understanding and knowledge through social interaction. From the perspective of social culture of collaborative learning supported by computers, learners in LBL usually given high autonomy to determine the purpose of the group, monitor group process, and product groups.

LBL WSSCL in hopes of developing an on-line learning system that has been developed TEP FIP UM. Given the nature of the agent and the high learner autonomy to do in WSSCL, then it can become a strategic development in developing meaningful learning experiences. As observed by Phielix (2010), not all students are able to utilize the potential of the learning environment. Learning conditions in the Department of TEP FIP UM included being problems in the improvement of

cognitive dissonance, a longer time to reach a consensus, and the participation rate is low. Students who are not ready to use SAPROL because it tends to yourself. Problems collaboration significantly impede learning outcomes (Shumar and Renninger 2002). Capdeferro and Romero (2012) study of frustrated students in online collaborative learning environment. Problems that appear in the surface is students do not have the commitment of collaboration because of the attitude of resentment and rivalry. Another problem is the tension of division of labor, communication difficulties and trouble negotiating.

DISCUSSION

The Need for Collaboration in Life Based Learning

Research readiness has been done in various fields, such as school readiness of students (Blair 2002) in the field of childhood education, psychological readiness to change the habits of life in medical therapy (Carey et al. 1999), readiness of physical activity (Marcus et al. 1992) in physical exercise, and community preparedness in socio-cultural (Beebe et al. 2001). The concept of 'readiness" in these studies share a common meaning to a certain extent, which is a psychological or physical readiness level for some action, either to change personal behavior or to increase the personal qualifications to meet some of the criteria that have been set. Studies on the issue of collaboration readiness has also been done in the field of social communication (Nardi 2005) and the development of collabo- ratories (a combination of " collaboration " and " laboratory "; Olson et al, 2002). Nardi (2005) proposes several criteria for evaluating the state of preparedness communicative, which includes three dimensions of connections, namely affinity, commitment and attention. This three-dimensional assessment provides a set of guidelines to promote preparedness communication between collaborators. Similarly, Olson et al.(2002) showed that there are several critical success factors collaboratories development, including the readiness of collaboration, collaborative infrastructure readiness, and the readiness of collaborative technologies. They have been further identified several components of the readiness of the collaboration, the motivation to collaborate, the principles of mutual collaboration, and experience with specific elements of collaboration. These criteria are used to evaluate the readiness of collaboratories.

Web Based Learning in Life

The factors associated with readiness has been studied in the context of online learning. Research Kemery (2000) suggests that students readiness to engage in online collaboration can be identified by the student's ability to engage in an online dialogue in terms of their technological literacy and cooperative learning skills. Additionally, Vonderwell (2004) argues that promote student readiness is critical to successful online learning experience. They identified 'self-regulation, motivation, and awareness of the changing role within the context of online learning as an indicator of students' readiness to learn online students.

Several studies have investigated the readiness of learners online 'by identifying the internal structure of the proposed instrument. For example, Smith and colleagues (Smith 2005 ;. Smith et al 2003) validated Readiness to Learn Questionnaire online (ROLQ) developed by McVay (2000). They were given the first instrument to 107 students from the United States and Australia, and then another sample of students from Australia. They identified two-factor model by analyzing factors. Two factors, namely the " comfort with e-learning " and " self-management of learning, " accounted for 48.5 and 42.2% of the variance in the two studies each.

Kerr et al. (2006) developed the Test Online Learning Success (ALAT) using the approach of developing a broad scale, which produces instruments dimensions of five, including (a) computer skills, (b) self-learning, (c) dependent learning, (d) the need to learn online and (e) the skill of academic, Kim and Bateman (2007) on instrument tool to investigate the effect of readiness of students to learn online on the pattern of their participation in an asynchronous online discussion board. However, the results showed no clear correlation between the scores of students in the ALAT and the pattern of their participation. Other means of measuring the readiness of learners in online learning include the Online Learner Readiness Self-Assessment Instrument (OLRSAI) by Watkins et al. (2004), Tertiary Student Readiness' for Online Learning Survey (TSROL) by Pillay et al. (2007), and the Student Readiness to Adopt Online Learning with Valtonen et al. (2009).

While some instruments have been developed to measure a student's readiness in the context of online learning, Hung et al. (2010) found the previous instrument to assess the readiness of online learners are not as comprehensive as some important components, such as Internet / computer self-efficacy and self-control skills of learners, are ignored. They developed an instrument called a five-scale online Learning Readiness Scale (OLRS), and validated by confirmatory factor

analysis. Five scale of OLRS include (a) computer / internet self-efficacy, (b) self-learning, (c) learner control, (d) the motivation to learn, and (e) communication online self-efficacy. While this study inform us about the potential indicator SR-CSCL, factors associated with online learning readiness can not be used directly to assess the SR-CSCL. Factors to be adapted and integrated to establish a comprehensive framework for assessing the SR-CSCL, given the nature of the collaborative and autonomous from CSCL environment. The methodology we used will be described in the next section.

Collaboration Project Tep Students through the Web

Figure 1. Results of Student Project

Students gather learning outcomes according to the schedule. Students who follow the course of individual able to demonstrate optimal performance by gathering as scheduled. The time difference collecting student results are no longer in a span of weeks. Differences in the collection have a range of days. Students have realized the importance of showing results of learning in the learning process

Students develop original task. In the video data uploaded students in blended learning system, students upload learning outcomes in the form of a personal web development process. Students coherently explained ranging from how web development, web content to the web site excellence.

Conditions student already has a high content metaphors. Students are able to introduce the conceptual distance between the other learners with the object or subject matter and encourage original thinking. For example, by asking students to think a web site as a learning resource books in general, so that the students actually is providing a structure

metaphor, where students can think about something familiar in a new way. Instead, teachers can ask students to think about new topics, web content learning, the old way, by asking them to compare it with the Learning Management System. Activities metaphorical then dependent on and derived from the knowledge of the students, helping them to connect ideas from material familiar to the ideas of the new material, or to see material familiar from a new perspective. Strategies sinektik that keinudian using metaphorical activity is designed to provide an arrangement from which students can liberate themselves in developing the imagination and insight in every daily activity. Three types of analogy used as a training base sinektik: personal analogy (personal analogy), direct analogy (direct analogy), and conflict solid (cornpressed conflict).

Itself personal analogy is the empathic engagement. Analogy requires the release of personal identity themselves into a room or other objects. greater conceptual distance created by the loss of one's self or identity (mahasiswa). This can only be done if students more creative and innovative to make the analogy. Four levels of personal involvement in analogy to the development of a personal web site in accordance with the stages. 1) Description of the first students to the facts. The student tells the web site that is well-known, but not a new way of looking at the object and shows no empathic engagement. 2) Identification of the first students to emotion. The student tells the emotions of the public, but does not present new insights that students feel able to develop personal webs ite. 3) Identify empathetic toward sentient beings. Students identify emotionally and kinesthetic subject analogy that students give expression during the development of video learning outcomes thus inviting other students empathy. 4) Identify empathetic to the device. This level requires full commitment. The students see themselves as objects and try to explore the problem: Students are able to feel helped by devices surrounding learning in the form of software and hardware.

CONCLUSION

Web-Supported System For collaboration Learning (WSSCL) in SAPROL TEP UM FIP is supporting life based learning (LBL), State University of Malang. Content also includes the development of feasibility studies and empirical studies on WSSCL in measuring and ensuring the readiness of learners with WSSCL in a curriculum designed by UM. Studies focused on basic descriptive information on the implementation WSSC. Preparation WSSCL system to facilitate collaborative actions such as students' attitudes toward collaboration, collaborative skills, previous

experience sharing, and network social. Sebagai corollary, Kesenjangan perceived mainly lies in the low readiness collaborative learning activities via computer, although the instructors and researchers have been implemented, may need to see the importance of collaboration factor in the learning process to outcome. Given that few studies to date have evaluated the readiness or suggest a systematic approach to assessing the state of the student. Context WSSCL, required students in curriculum LBL UM. therefore, Development WSSCL necessary to: (a) Application literature (b) Material study and implementation of concrete Yag technology supports LBL. This research helps bridge the gap in understanding the nuances kolaborasi and memberikan to provide practical guidance to gauge student readiness. Which ultimately increases the process and results of student learning.

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THE IMPLEMENTATION OF AUDIO VISUAL MEDIA WITH VIDEO CRITIC METHOD TO ENHANCE STUDENTS' WRITING POETRY SKILL OF SECOND YEAR STUDENTS AT SMA NEGERI 3 OF BENGKULU CITY

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ABSTRACT

This research aims to improve the skills of writing poetry using audio-visual media with critic video method. The subject of the research was seventh grade students of SMP Negeri 20 of Bengkulu City in academic year 2016-2017 that consist of 30 students. Research design used in this research is Classroom Action Research. This research consisted of three cycles and the data were collected through observation and students' tests. From the observation, it is indicated that the use of audio-visual media with critic video method made the seventh grade students become more excited in writing poetry because it can lead the students to the image reality in the form of pure expression. Besides, the data show that during the pre-assessment, the students' scores in writing poetry is 3,33% (excellent), 3,33% (good), 20% (fair), 36,66% (poor) and 33% (very poor). In the first cycle, students' scores in writing poetry are 6.66% (excellent), 26.66% (good), 20% (pretty good), 23,33% (low), 23.33% (very low). In the second cycle, the students' scores is 10% (excellent), 30% (good), 26,66% (fair), 20% (poor) and 13% (very poor). In the third cycle, the students' scores is 26,66% (excellent), 30% (good), 33,33% (fair), 10% (poor) and 0% (very poor). In conclusion, the audio-visual media with video critic method can solve and reduce the students' problems and was able to improve the skills of the seventh grade students of SMPN 20 Bengkulu city in writing poetry.

Keywords: *Poetry Writing Skills, Audio Visual Media, Critic Video Method*

Learning, especially learning literature, is a process of deliberate and planned. So, learning activities is not an ongoing process of natural and automatic. Actions taken by both teachers and students in the process of learning and teaching is always planned and calculated in such a way. The learning plans should be formulated systematically, especially by the teacher as manager of learning activities, ranging from programming to implementation of learning evaluation (Jamaluddin 2003).

The learning process, in particular the ability to write is one of the essential language skills that should be mastered by the students. Based on standards content of Curriculum 2013, writing skills requires students to express their thoughts, ideas, opinions, and feelings in various writings. In addition, the ability to write is the process of delivering ideas systematically and born based writing frameworks. Therefore, writing is a critical skill that's mastered by the students. Writing skills of a person is not a process that otamatis inborn but acquired through learning and intensive training. Correspondingly, Siswanto (2008) stated that the ability to write is not inherited by the ability to decline, but is the result of a learning process and diligence practice. One of the students' skills to express their thoughts, ideas, opinions, and feelings in writing form is a skill to write poetry (Simbolon, 2004).

Today, learning poetry as part of Indonesian literature class continues to face various problems in the learning process in the classroom today, one of them is the result or the value of student learning is still low. This occurs because of the time to discuss and learn about poetry in the classroom, the students are not taught the experience of composing, for example, appreciating the element of reading poetry directly and the students are given materials regarding the definition of poetry and other types of poetry rather than giving students so that these problems remain there during the process of teaching and learning in the classroom. In addition, learning to write poetry that is implemented today is still in the form of teaching theory, where the teachers are more likely to explain things that are theoretical. In general, teachers explain things pertaining to the theory of writing poetry, then the teacher gave the assignment to the students to write a poem. This conventional learning process having lack of advantages because the teacher does not give guidance to write poetry by showing the process of making a poem to the students, so when the students are given the task of writing a poem, they had trouble. It is certainly not in accordance with the implementation of Curriculum 2013, which not only requires mastery of the material but also takes practice for more meaningful learning.

The above description has a definition that in poetry writing skills required intensive training and guidance that are systematically using teaching methodologies that is appropriate to the needs of the students and is able to improve morale and student interest in learning to write poetry. Trianto (2007) explained that writing poetry is actually the kind of skills. In order to write a poem well, it have to go through the process of learning and practicing. The more the students write the poems, the more skillfull they will be. Suharianto (1981) explained that poetry is the result of the disclosure of return of all events in everyday life. Poetry is a representation of events that occur in real life.

In line with the above explanation, Jalil (1985) stated that poetry is a literary work that is emitted social life, and all aspects caused by the interaction, either directly or indirectly, consciously or unconsciously for a period or certain period. Emission itself is valid for all time during the aesthetic values of a poetry that is still prevailing in society.

According to Waluyo (2003), poetry is the language of literature that are compressed, shortened, and given rhythm with the coherent sound and choice of words figuratively. The words used is really a choice of words that have the power of speech. Although the words used short or solid, but can represent a broader meaning and more.

In general, the poem can be interpreted as a result of the disclosure of return experienced by the inner experience of the author himself or experienced by others into written form in a language that esetetis by observing the rules of poem standard.

The division of poetry is based on the language used as seen from the ease or difficulty of the poem was conceived. In this case, the poem is divided into two kinds, namely transparent poetry and prismatic poetry (Badrun, 1989). Transparent poetry is poetry that is easy to understand, there are no words or symbols that elusive, while the prismatic poetry is more elusive because many words that have double meanings and require interpretation.

From the above description, it can be concluded that transparent poetry is poetry that is easy to understand their meaning, while the prismatic poetry is poetry with elusive meaning, so it needs a deep understanding and interpretation to understand the prismatic poetry. Kind of poetry that will be studied in this research is poetry Diafan. According Komaidi (2008), there are several steps in the writing the poetry, namely: (a) Understand well the intent and purpose of the poetry. It can be started through reading the poems in the book, magazines, or the mass media; (b) Finding the inspiration through aesthetic experience as a driving force of making poetry; (c) Write the poetry when the inspiration arises, because when the idea was missed, for a certain time the idea will be lost; (d) Write a poem, do not hesitate, fear, or feeling shy. Write what you have in mind, the emotions (sad, happy), anxiety, write freely without feeling the burden; (e) Read and then correct if there are some mistakes. After writing poems try to let it free for a few hours or a few days later. After that, read the poem again, feel something different in the poem; (f)) after writing a poem, try to test the poetry. By sending to the media or ask for criticisms and suggestions from friends, teachers, parents, or anyone.

According to Arsyad (2002), teaching process through audio-visual is the production and use of materials which the absorption through seeing and hearing, and not entirely depend on the understanding of words or similar symbols. Similar to the explanation, Djamarah (2006) explained that the audio-visual media is media that have an element of sound and image elements. From these definitions, it can be concluded that the audio-visual media is media that is in use involves two elements, namely sound and picture elements.

One example of audio-visual media is a film and video. Film and video can describe an object moving along with the sound. Both types of media are generally used for the purposes of entertainment, documentation, and education. They can present the information, explain the process, explain complicated concepts, teach skills, shorten or extend the time, and affect attitudes. Basically, video critic is a good response or bad judgment on a work that showed via live or through video images.

Critic video method was first proposed by Silbermen (2009) in his book *Active Learning*, but Silbermen did not fully explain the meaning of the video technique critic. Silbermen only described the steps in video critic process that incudes: (a) choosing the video to be shown to students; (b) told them before watching the video that you want them to review the video critically. (c) ask them to write everything that happens during the video takes place; (d) divide students into groups; (e) asking each group to record and discuss what they have acquired while watching video; (f) asking each group to present what they had discussed, and (g) discuss together about the video. It also occasionally re-publish video to a real discussion.

In general, the core activity of learning to write poetry using audio-visual media with video critic method is as follows: (a) the teacher explains about the material to be studied; (b) teachers displays the videos; (c) the teacher asks students to pay attention to the video and pay attention to several factors, which include (a) what is seen, (b) what is heard, (c) the things that impressed, (d) the feeling after watching the video; (d) the teacher asks students to criticize from the video individually or in groups; (e) the representatives of the students present the results of his criticism of the video that has been aired; (f) the result of criticism is discussed together.

Based on the result of interviews with the class suvervisor of second year students of SMA N 3 of Bengkulu city, the second year students still have difficulty in writing poetry. It can be seen from the low value of the average score of the students in the class. Students are still finding some difficulties in corresponding the ideas and the terms as well as conditions in writing poetry well. Students' difficulties in writing poetry is a huge task of a teacher in how to refine the teaching and learning process by using appropriate learning approach

The selection of teaching and learning strategies should be based on consideration of placing the student as a subject of study, which is not only passively accepted what is given by the teacher alone. Teachers should put the students as individuals who naturally have thoughts, desires, thoughts, and knowledge that could serve to learn, both individually and in groups. The strategy chosen by the teacher to make students should have confidence, being able to learn and utilize the potential widely.

Based on this phenomenon, the researcher feels that this is very important to do research. This study will discuss about the implementation of audio-visual media with video critic methods to improve students' skills in writing poetry of second year students at SMA N 3 of Bengkulu city

METHOD

The method that used in this research was classroom action research. Latief (2012) said that

classroom action research was a research activity performed in class, to solve students' problems. The researcher conducted the research in the classroom because the researcher believed that speaking problems that occured in SMA N 3 of Bengkulu could be overcome through classroom atmosphere.

RESULT AND DISCUSSION
Result
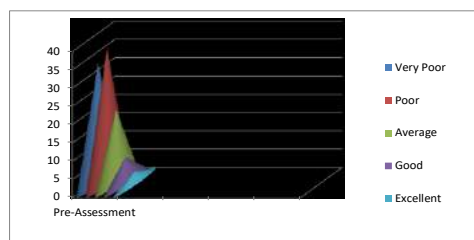
Chart 1. The percentage of students' skill of writing poetry in Pre-Assessment

From the chart above, the percentage of student scores in writing poetry in the pre-assessment can be seen from the following table:

NO	INTERVAL	STUDENT	PERSENTAGE
1	Very Poor	10 students	33%
2	Poor	11 students	37%
3	Average	6 students	20%
4	Good	2 students	7%
5	Excellent	1 student	3%

Table I. The percentage of students' skill of writing poetry in Pre-Assessment

From the explanation above, it can be concluded that students 'skills in writing poetry is still low even very low, this is due to several issues affecting students' skills in writing. By knowing the problems faced by students in writing, the researchers felt that a teaching method that fits absolutely necessary in teaching and learning activities in the subjects of Bahasa Indonesian to improve students' skills in writing poetry. With the appropriate teaching methods of Bahasa Indonesian, it will also increase their motivation.
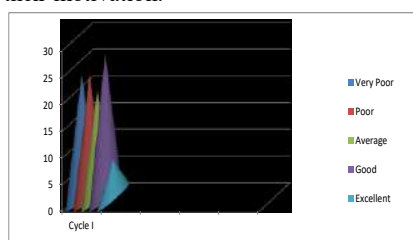
Chart 2. The percentage of students' skill of writing poetry in cycle I

From the chart above, the percentage of student scores in writing poetry in the cycle I can be seen from the following table:

Table II. The percentage of students' skill of writing

NO	INTERVAL	STUDENT	PERSENTAGE
1	Very Poor	7 students	23%
2	Poor	7 students	23%
3	Average	6 students	20%
4	Good	8 students	27%
5	Excellent	2 students	7%

poetry in cycle I

Based on the results of the students in the cycle I, the researcher feel that the audio-visual media with video critic method is a good method for teaching of writing poetry in second year students of SMA N 3 of Bengkulu city and should be applied in the process of teaching and learning to get better results again, particularly in writing poetry. On the other hand, the condition of the students such as motivation, interest in writing, courage, and confidence increased well. Because the researchers still found a lot of problems about the above aspects where students still feel confused in organizing the words in the article, the researchers will proceed to the cycle II.

Chart 3. The percentage of students' skill of writing poetry in cycle II

Table III. The percentage of students' skill of

NO	INTERVAL	STUDENT	PERSENTAGE
1	Very Poor	4 Students	13%
2	Poor	6 Students	20%
3	Average	8 Students	27%
4	Good	9 Students	30%
5	Excellent	3 Students	10%

writing poetry in cycle II

Based on the above, the researcher must improve teaching materials or instruments with better quality for use in the next cycle. In addition, the researcher must arrange classroom conditions well to stay active and conducive, and is able to motivate the students to be better.

Chart 4. The percentage of students' skill of writing poetry in cycle III
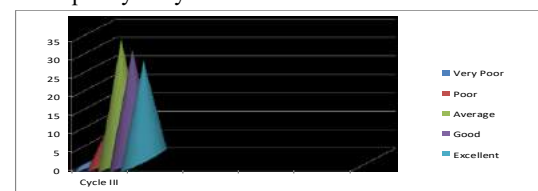
From the chart above, the percentage of student scores in writing poetry in the cycle III can be seen from the following table:

NO	INTERVAL	STUDENT	PERSENTAGE
1	Very Poor	0 Student	0%
2	Poor	3 Students	10%
3	Average	10 Students	33%
4	Good	9 Students	30%
5	Excellent	8 Students	27%

Table IV. The percentage of students' skill of writing poetry in cycle III

Based on the values above, the researcher and the teacher in second year students of SMA N 3 of Bengkulu city saw a significant improvement in activities and students' skills in writing poetry. The students were able to reduce their problems that they faced in writing poetry during teaching and learning process. However, on the other hand, there are some students who still trying to be able to become better in writing poetry in which they are still confused when they write poetry. But overall, the students have been able to reduce their problems that they faced in writing poetry and they have achieved the indicator of success through reaching the standard minimum completeness criteria on the subjects of Bahasa Indonesian is 70 (seventy).

Discussion

Based on the results that have been achieved by researcher in each cycle in this research, we can see that the students are very interested in improving their skills in writing poetry by using audio-visual media with video critic method. They have a good self confidence to be able to write well, have a high motivation to keep learning and do not have fear when making mistakes. The most important is their ability is increased from one to the next cycle. In addition, the audio-visual media with video critic method can improve the students' motivation to be more active and have a great activeness in writing poetry, especially for teaching and learning in the classroom.

CONCLUSION

The method or technique of teaching is one of the important components in teaching and learning in order to achieve the learning objectives and the students feel comfortable during learning and teaching without having a thought that writing poetry is a very difficult activity. One of the teaching methods that can be applied in teaching and learning Bahasa Indonesian is the audio-visual media with video critic method. This method offers a great opportunity for the students to be able to write poetry properly.

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THE DECENTRALIZATION OF EDUCATION POLICY AND THE POTENTIAL OF REGIONAL EDUCATIONAL FINANCING

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ABSTRACT

This study is meant to analyze the potential of the education funding sourced from the local resources, especially organizations / non-governmental agencies (NGOs) and the society. Along with the policy of decentralization of government, education was handed over to the local (provincial and district) in the form of education decentralization. In a decentralized system of education, the implementation of primary and secondary education are within the responsibility of the local government. Decentralization of education provides the opportunity for the local governments and schools to make the best decisions about education in the district or school concerned by the potential of the district and school stakeholders. The development of the private business sector and in the various regions into the potential for improvement of educational services in the district. The provisions in the Act No. 40 of 2007 and Government Regulation No. 23 of 2004 regulate the obligations of the company to provide CSR to the surrounding community. CSR is an alternative education financing; mechanism in CSR or Community Development allows the district to be able to organize educational services to be better. CSR / Community Development aid is not absolute in the form of cash fund, but it can be a program or direct service.

Keywords: *decentralization, education financing.*

After the enactment of Law No. 32 of 2004 on Regional Government, the decentralization becomes the characteristics of the management of public policy. The underlying reasons for this decentralization policy is that it enables to make the democratization of the public service. In addition, the management carried out by a public service to the region is expected to be optimized, based on the assumption that the service will be closer to the target. Decentralization in accordance with Article 1 (7) of the Act No. 32 of 2004, is defined as the devolution of government tasks by the central government to the autonomous regions to set up and administer governmental affairs in the Unitary State of the Republic of Indonesia.

Encyclopedia of the Social Sciences (1980) explains that decentralization is a transfer of power from higher government level to lower government level, both in relation to the legislative, judicial, and administrative affairs. According to Hoogerwerf (1978), decentralization is the recognition or delegation of authority to lower public bodies for independently -and based on the consideration of their interests- making decisions on governmental regulation, and the structures of authority that occur from it.

Those definitions show that decentralization basically has meaning that through the process of decentralization of governmental affairs which originally included the authority and responsibility of the central government are partially handed over to the local government in order to become its household affairs so that they turn into the authority and responsibility of the local governments. In other words, it refers to the authority from the center goverment is proportionately distributed to the local goverment.

Along with the policy of decentralization of government, education is handed over to the local goverment (province and district/city) in the form of education decentralization. Decentralization of education is not a negative connotation, namely reducing the authority or the official intervention or the central unit, but it is in relation to excellence insight. General policy determined by the center are often ineffective because it did not consider the diversity and uniqueness of the area. The cause of the government is less successful in improving the quality of education, among others because of the development strategy for this education is more oriented inputs and centralized management of education and macro oriented, where all are governed by the bureaucracy at central level.

General policies determined by the center government are often ineffective because they are not based the diversity and uniqueness of the local government. These are caused by –among other things, the improvement of the quality of education is based on the development strategy with input orientation, centralistic educational management, and macro orientation, in which evrything is managed by the bureaucracy at the central level.

In a decentralized system of education, the implementation of primary and secondary education are within the responsibility of the local government. Activities such as budgeting, implementation, management and evaluation of

education are handed over the local government as a part of the authority of the decentralization of education. That is to say, the local government must provide adequate budget of education for the availability and convenience of education that can be assessed by the community.

Furthermore, decentralization of education provides the opportunity for the local governments and schools to make the best decisions about education in the region or school concerned based on the potential of the region and the school environment. If so, the decentralization of education, in addition to be recognized as political policies relating to education, is also a policy that relates to many things

To ensure the effectiveness of the decentralization policy, it is required responsible, innovative, creative implementation and independent spirit. The officials of education at the lower level will have greater roles. This situation will encourage creativity and improvisation in implementing education, so that there will be a continuing effort to improve the quality of education.

Based on the fact, this decentralization based-education system will need considerable time to be going according to the plan desired. Differences in the decentralization of education between each region have caused disparities between one region and another in Indonesia. The gap can be seen from the availability of educational facilities owned, such as there are schools that do not meet the standards of comfort and safety, and the school environment is not healthy. The other gaps can be seen form the fact that the quality of graduates varied, all of which are caused by the low awareness of education in the region. This may happen because in educational budgetting the local government does not correspond to the educational needs.

Based on these facts, it can be identified that the financing factor becomes very important to note. In this case, the local government is required to be able to explore the sources of educational finance. The sources of financing needed may be from the local government, private institutions and the community. This policy also requires the local government to be able to implement policy appropriately, including sources of financing, the management of resource management and the impact of the policy implementation.

OBJECTIVES OF DECENTRALIZATION
There are three (3) objectives of decentralization, namely (i) political purposes,

to create a superstructure and a democratic political infrastructure based on the popular sovereignty. These are manifested in the forms of local head and legislative elections directly voted by the people; (ii) the purpose of the administration, in order that the regional administration headed by the head of the region and partnering with the legislature, perform its function to maximize the value of 4E namely the effectiveness, efficiency, and the economy; (iii) socio-economic objectives, to realize the utilization of social, intellectual, and financial capitals in order to widely create public welfare in the society (Kemitraan bagi Pembaruan Tata Pemerintahan, 2010).

Several factors encouraging decentralization, especially in developing countries, among others, are (i) the deterioration in economic development, (ii) the demands on changes in the levels of public services, (iii) the signs of disintegration in some countries (South Asian and Bosnia), and (iv) the failure of centralized governments providing effective public services (Siddik, 2002). Besides, the development of multi-parties system in Africa, the improvement of democracy in Latin America, the transition from the guided economic system to the market economy in Eastern Europe and the former Soviet Union (Litvak et al, 1998)

Decentralization has been implemented in the various fields, and it also has a variety of forms. Rondinelli (1989) classifies decentralization based on the objectives into four forms, namely political, fiscal, market and administrative decentralizations.

First, political decentralization, used by political scientist who paid attention in the field of democratization and civil society to identify the transfer of decision-making authority to lower units of government or to the public or to the people's representative institution.

Thus political decentralization also delegates decision-making authority to lower levels of government, encourages people and their representatives to participate in the decision making process. In the decentralized structure, the subordinate levels of government formulate and implement policies independently, without intervention and a higher level of government.

Political decentralization aims to give greater powers to the community in decision making through representatives chosen by the people so that they can be involved in the formulation and implementation of policies. Usually decentralization in politics is a part and democratization efforts in the government systems.

Second, market decentralization generally used by economists to analyze and promote the goods and services produced through market mechanisms that are sensitive to the wishes; and through the market decentralization, goods and

public services produced by small and medium enterprises, community groups, cooperatives, voluntary and private associations. Economic decentralization aims to give more responsibilities associated with public sector to the private sector.

Third, administrative decentralization focuses on the ways of legal experts and public administration specialists to describe a hierarchy and the distribution of powers and functions between central government unit and non-central government units (sub-national government). Administrative decentralization has three main forms: deconcentration, delegation and devolution, with the aims to run the government effectively and efficiently

Fourth, fiscal decentralization aims to provide opportunities to the region to explore the various funding sources, including self-financing, and cost recovery in public services, to increase revenue (PAD), tax and non-tax sharing more precisely, the transfer of funds to the regions, mainly through the General Allocation Fund (DAU) and Special Allocation Fund (DAK) more fairly, the regional authority to make loans based on region's needs.

Some experts such as Tiebout (1956), Oates (1972), Tresch (1981), Breton (1996), state that public services are most efficient when they are held at the level closest to the community because (i) the local government comprehends the needs of society; (ii) the local government is efficient in the spending of public funds; and (iii) the competition between regions will increase innovation.

Tiebout Model (1956) in his statement "love it or leave it" stresses that the people's choice will always be done to meet their preferences with regard to the quality of service and the amount of taxes to be paid. When preferences are not met then the choice is to go or stay and try to change the existing conditions through the local parliament. This model shows that it is possible to achieve economic efficiency in the provision of public goods at the local level so that the goods markets of local community are perfectly competitive (Tresch, 1981; Aronson, 1985).

Theoretical reasons that are mostly often advocated on the importance of decentralization are to maintain the efficiency of the allotment when dealing with diverse preferences for the local public goods (Musgrave, 1983; Oates, 1972; Tiebout, 1956). Problems arise in relation to coordination, which is basically overpriced (Breton and Scott, 1978) when the overflow among regions becomes important thing, including the stabilization and distribution (Litvak, 1998). Decentralization in this view

based on two assumptions; the first is an effort to optimize the local potential, and the second is allotment efficiency effort.

DECENTRALIZATION AND EDUCATION FUNDINGS

The introduction of decentralization in education requires the strengthening of basic foundation of education that is democratic, transparent, efficient and involves the participation of the local communities. Muctar Buchori (2001) states that education is a determining factor for the human development, because it serves as a developer of knowledge, skills, values and culture.

Decentralization in education can occur in three levels, namely deconcentration, delegation and devolution. Deconcentration is the delegation of a part of authority to the lower level government or institution under supervision of the central government. While the delegation implies the full transfer of power so that it does not require any longer the supervision and the central government.

The devolution in education occurs if it meets the four characteristics, namely (1) the separation of the legislation governing education in the region and central government; 2) the freedom of the local institutions in managing education; 3) the independance from the hierarchical supervision and central government and 4) the authority of the local institutions regulated by legislation. Based on these characteristics, the process of decentralization in education in Indonesia by the Act No.22 of 1999 leading more to devolution, from which the implementation is stated in Government Regulation No.25 of 2000, the whole business of education is clearly under the authority of the Government of the Regency / City, except Higher Education. The authority of the Central Government only sets the minimum standards, both in terms of prerequisites of student candidates, students' competence, the national curriculum, assessment of learning outcomes, the main subject matters, the education financing guidelines, and the implementation for facilities (Article 2, item II).

Decentralization in education provides the opportunity for the local governments and schools to make best decisions about education in the regionor school concerningthe potential of the region and school stakeholders. If so, the decentralization in education, in addition to be recognized as political policies relating to education, it is also a policy that relates to many things. Paqueo and Lammaert indicate the reasons for decentralization in the education provision that is suitable for the conditions in Indonesia, namely; (1) the ability of the region to finance education, (2) the increase of effectiveness and efficiency in the provision of education of each region, (3) the redistribution of political power, (4) the

improvement of the quality of education, (5) the increase of innovation in the context of satisfying the expectations of all citizens

In accordance with the demands of reformation and democratization in the fields of education, management of education in Indonesia cannot be separated from the aspirations and goals of the Indonesian nation in the delivery of education itself. For example, in primary education, PROPENAS identified the main activities in the efforts to improve the management of basic education in Indonesia; they are: 1) Implementing the decentralization in education gradually, thoughtfully and professionally, including the enhancement of the roles of school stakeholders; 2) Developing a decentralized pattern of providing education to improve the efficiency of utilization of educational resources by taking into account the conditions and needs of local communities; 3) Increasing community participation in education, such as the diversification of the use of resources and funds; 4) Developing a system of incentives that encourages healthy competition for bothinstitution and school's personnel for the achievement of educational goals; 5) Empowering personnels and institutions, among others, through training conducted by professional institutions; 6) Reviewing all legal products in the field of education that are no longer in line with the direction and demands of education development; 7) Pioneering an institution of accreditation and certification in teaching in the region to independenly improve the quality of education personnels.

On the basis of the mandate as defined in PROPENAS above, it is clear that the determination of the Indonesian people to present the decentralized education system seems very strong. By this system, education can be implemented in line more with the needs and capacities of communities, where the decision-making process can be carried out by parties closest to the learning process (principals, teachers, parents and students).

CORPORATE SOCIAL RESPONSIBILITY/ COMMUNITY DEVELOPMENT FUNDING EDUCATION AS POTENTIAL IN THE REGION

According to Anis Ulfiyatin (2008: 1), the concept of Community Development (CD) is associated with the study of Corporate Social Responsibility (CSR), and sometimes both tend to be equated by many people, but pricipally, they are different form one and another. The differences will greatly affect on the level of implementation in the field. Furthermore, we will distinguish between the concepts of Community Development and CSR.

To build a "good image" and "good relations" with its stakeholders, the CSR performance assessment and CD corporations in the mining and oil and gas industries become very important. Furthermore, good corporate social performance will increase the chances of new investors to invest their capital and reduce the risk of corporations in relation to their stakeholders. By implementing the CSR program and the CD in good mechanism, the business risk in regard with the pressure of social stakeholders toward the corporation would be lower. Therefore, to ensure that the corporation has well implemented CSR and CD programs, it is required an evaluation of the program (Dody Prayogo, 2011: 44)

Definition of CSR as given by World Business Council for Sustainable Development is as follows:"Continuing commitment by business to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families as well as of the local community and society at large" (WBCSD).

Definition given by Community Development itself that CDrefers to "The process of developing active and sustainable communities based on social justice and mutual respect, its about influencing power structures to remove the barriers that prevent people from participating in the issues that affect their lives. Its expresses values of fairness, equality, accountability, opportunity, choice, participation, mutuality, reciprocity and continuous learning (Wikipedia).

One important point to remember is that there are conceptual differences between Coorporation from Community Development, that theoretically Community Development is very different from the development community. The Community Development refers to the development of community because its district is confined to communities; and benchmark of their social life is a culture of community in association (gemeinchaft) (Anis Ulfiyatin, 2008: 1). Community Development is just a part of a broader CSR mechanisms. CSR programs can be implemented across district boundaries of company's operations, and it may even be developed in nationwide scope.

According Yakovleva (2005), CSR in mining sector is the adoption of an effort to address the challenges of global, national and local in enhancing positive impacts and minimize negative impact of mining operations. CSR is not a final strategy for the company for the sustainable development, it is simply an alternative way to increase the benefits of the company's existence for the community.

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Community Development Program is a program of development and the participation of companies / business boards in an effort to improve the communities around the company. The program is divided into three, namely: 1) Community Relationrefers to the program relating to one of guiding relationship to the community. 2) Community Servicerefers to the program relating to the public facilities support, and 3) Community Empowermentrefers to the program relating to the community's empowerment.

As theoverview, the following is the potential and management of Community Development in Tabalong. Some coverage of community development in education, among others, can be seen in the table below:

Table 1. Scope and Target of Community Development

CD Program	Scope	Target	Issues relating to CD	Handicaps
Education Section: • Skill Training for the surrounding community	Community empowerment	Surrounding community	Some of the issues that are available: a. Programs are uneven b. The mechanism for the selection of the schoolarship recipients are not transparent c. Lack of dissimination in the community	Lack of public awareness of the program leds to public views, that CD program is a program to distribute the money from the company, so there is the impression that the people are reluctant to implement the programs with a great efforts relating empowerment and development of business.
• Borrowing of educational facilities	Community services	Schools		
• Field Working Practice for High School and Higher Education Students	Community relations	Vocational schools and higher education		
• Schoolarship for Elementary Education	Community relations	Elementary schools		
• Facilities developement for all the levels of educations	Community services	Elementary school, junior high school, senior high school, and higher education		
• IT Developement for communityt	Community empowerment	Surrounding community		
• Sponsorship for activities of education, training, and sports	Community relations dan Community empowerment	Teachers and students		
• Schoolarship for D3, S1, S2 students and Islamic School students	Community relations	Teachers and students		

Resource: CSR division group of Adaro and Astra Agro Lestariin Tabalong District.

When examined, the coverage of education funding through the Community Development mechanisms are in the various forms, though in the case in Tabalong, there are still many problems found in its implementation. Those problems include : the uneven program, selection mechanisms are not transparent, and lack of dissemination. Community Development and other CSR mechanisms can be the alternative education financing potential if managed properly.

The provisions in the Act No. 40 of 2007 and Government Regulation No. 23 of 2004 on liabilities to give CSR to the surrounding community. In the fund distribution, companies must prioritize the nearby residents or in the ring one and the next ring, who are perceived that they need to have funds for compensation for the environmental impact of the company's operation.

It has been assumed that the absorption and utilization of the financing from this sector are often caused by the fact that the region has not had clear legal rules about mechanisms and forms of utilization of CSR funds. Most of the utilization of CSR are managed directly by the respective companies and there is no specific mechanism in many regions in managing these funds for the benefit of a broader education. This condition on

the one hand implies that the company avoids the possibility of funds misused in distribution, because it has a direct relationship with the community in the mechanism of distribution. But on the other side, the local government does not have mechanism of control and authority to distribute funds according to priority of use it corresponding with the needs of educational financing. Forms of aids involving local government usually are in the form of scholarships for which the selection process involves the local educational office, but most of funding aids are not distributed by using the mechanisme.

The decentralization policy enables the local governments to acquire and manage the educational funding from the various sources. The establishment of the various companies in the region should be seen as a huge potential to support a variety of educational policies. Thus the development of the economy and the business sector in the various regions also directly bring a positive impact on the development of education as an asset of the nation in the future time.

CONCLUSION

The decentralization of education has been implemented by the central and local governments. Many positive impacts percieved by the local community, but there are some problems associated with this policy. Financing is one important aspect in the management of education, so it always gets the attention from the local government. The decentralization policy requires the region to continually find out and manage the resources of education financing. CSR is an alternative education financing mechanism in CSR or Community Development, allowing the region to be able to organize educational services better, although the mechanism of CSR / Community Development aid is not always in the cash funds, but it can be in the forms of program or direct services. In this relation, it is needed a better management and standardized fund management on CSR / Community Development in order that the fund distribution is according to the target

and in relation to the target of implementing policies form the local government.

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THE QUALITY IMPROVEMENT OF INCLUSIVE EDUCATION THROUGH PERFOMANCE OF SCHOOL SUPERVISOR

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ABSTRACT

Inclusive education is a fresh breeze for children with special need to acquire a education right in regular schools. Inclusive education is a new challenge in the world of education, particularly for teachers in implementing the learning. Inclusive education as a learning service system must accommodate differences in the ability of individual learners, demanding teachers able to provide learning of diverse and differentiate in one class at a time. That teachers are accustomed to implementing learning of diverse and differentiate, then various training has been done though yet to reach all of the teachers at the school inclusion. Teachers need to be encouraged to implement inclusive learning in each school. To support teachers in learning in school inclusion, can be strengthened with a supervision role of the principal. The principals, as the closest supervisor of teachers need to be involved in the planning, and the implementation of inclusive learning. Technique of supervisor's involvement can be direct and not as in supervision techniques. To equip the school inclusion, need mentoring and training supervisor of the school inclusion on an ongoing basis.

***Keywords:** inclusive education, quality improvement, performance supervisor*

Three focus in preliminary research is done to teachers in inclusive elementary schools in Yogyakarta. First, the condition of inclusive elementary schools in Yogyakarta; second, an overview of learning implementation, and three, an implementation overview of learning supervision in inclusive elementary schools. Preliminary research as part of the mapping process of development inclusive learning supervision, can be summary that: a majority of inclusion schools which was elected held inclusion education since 2005 and 2007. Based on the data obtained, the number of students with special needs for each inclusion elementary school on quite a lot. Types of special needs on average is mental retardation and slow learner. Learning implementation still done with regular school, and only a few teachers who do differentiate learning. For instructional supervision, 28 teachers stated have not supervisedexclusively as inclusion school.

Classroom teacher who teach on school inclusion, the average has been getting training of inclusive education. Most of trained teacher have knowledge and skill of learning in inclusive school. Based on experience to accompanying teachers who followed education and training of inclusive education, they have understood the steps of assessment, and compose a profile of students with special needs in inclusion school. Based on assignment that is given as

a action plan (RTL) post-training, teachers have an excellent skills progression in planning and implementing inclusive learning. But, when linked to data of preliminary research from teachers about inclusive learning, all of teachers almost stated have not been plan an inclusive learning.

Inclusive education trainings have often done, both held by department of education of Special Province of Yogyakarta and department of education in region Yogyakarta both. Classroom teachers who has gained inclusive educational training should be applying the knowledges and skills of inclusive learning in theirs schools. If that skills are not conditioned and familiarized, then the skills to do inclusive learning will be lost. Therefore training result of inclusive learning which has been given to become less meaningfull. The reasons or causes not to be done the planning and implementation of inclusive learning with initiated assessment, did curriculum and learning modification, and differentiate learning, because of lack of support or encouragement from supervisors. Supervisors or principals has not been inclusive learning supervision.

Departement of Education of Special Province of Yogyakarta policy on new students admission also been given opportunity openly to students with special needs to be able to join in regular schools.

But, the service to students with special needs not done well, it will beharm theirself. Supervisor, both principal or superintendent in carrying out instructional supervision did not ask or less appreciated about inclusive learning. Even a discussion or questions relating to result of education and training didnotask orless appreciated about inclusive learning has yet to be the interesting part in inclusion school. Based on the real conditions in school inclusion, presumably increasing the performance of supervisors in school inclusion is very necessary. However many supervisor role participation to grow and development of inclusive education in each school.

Glickman (2014: 14) emphasizes the importance of supervisor ability, as a modality, namely: knowledge, interpersonal skills, and technical skills. Knowledges that underlying related with learning and supervising. Interpersonal skills that can be coloring the group, and what kind of technical skills are required. Knowledges will be underlying interpersonal skills and technical skills that complement each other. In order to supervisor in inclusion schoolshave the knowledge, and skills especially related with inclusive education, so supervisors need to be given a training or mentoring. Training alone is not enough, but also must be accompanied and be monitored, how the supervisors do a supervision post-training. Thus supervision training in inclusive school must be sustainable.

This paper, discusses quality improvement of inclusive education in Yogyakarta through school supervisors performance. The goal is to integrate that teacher who already got inclusive education training want to makes an effort, so inclusive learning can be implemented in each school. Classroom teacher as a spearhead of learning want to implement inclusive learning, required supervisor who wants to getting involved on inclusive learning. So, the principals and teachers who have been trained in inclusive education, need to be monitored and accompanied for their performance. Don't let the teachers and principals who have been trained subsequently left for granted. If during this time inclusive education training has done to the teachers and the principals, then the supervisors training must be given which the training more focus on inclusive learning, supervision aspect of what should be done and supervision steps of inclusive learning.

Inclusive education in Special Region of Yogyakarta has been declared on 12 December 2014. DIY is the eleventh province which declared inclusive education. However, long before the declaration of inclusive education, DIY especially Yogyakarta city has initiated the inclusive education with reinforced the existence of mayor regulation in 2008. In order to provide care and opportunities for children with special need's education, DIY also released Perdanomor 4/2012 about the protection and the rights fulfillment of persons with disabilities. That regulation as a form of caring and accommodating from the existence of Law of Republik Indonesia nomor 19 years 2011 about legalization of The Convention On The Rights Of Persons With Disabilities. The mission of the inclusive province and city, will not be achieved when there is no action.

There are many forms and models and of educational services for children with special needs. In general educational service model can be categorized in segregation or inclusive group. Where the segregation model is a educational service model for all children with special need are given specifically in one group, while inclusive model is educational service model that provides space and opportunities for children with special needs get a chance along with children in general in one class or in one school. According to Samuel A. Kirk (1986), mention that special education service model from full regular school (least restrictive environment), regular school with teacher consultant, regularschool with itinerant teacher, regular school with resource room, part-time special school, selfcontained special class, special day school, residential school, and residential institution. At that time Kirk has not yet referred to it as inclusive school but better known as meanstreaming model.

Similarly with Hallahan and Kaufman (2006) has provided an explanation about the forms of education organization for children with special needs from regular class only, regular class with consultation, itinerant teacher, resource teacher, diagnnostic-prescription center, hospital or homebound instruction, self-contained class, special day school, andresidential school. Form this various models certainly each model has advantages and disadvantages depending on condition from children with special needs and policy of education system had been

applied in one place or country.Of course, the higher of consciousness of school for the openness education access for children with special needs would be better anyway.

The Role of Supervisors in Improving Inclusive Education

Supervision is a construction that are planned to helping teachers in doing their job. Supervision related with a quality, as Kemendikbud (2014: 7), the quality of education is the school ability to manage school in operational and efficient towards the components that are associated with school, thus resulting a added value against the components according to the norms or standarts apply. According to Soetopo and Soemanto (1988: 57),in general supervision means observe, supervise, or guide and stimulate activities of another persons with the intention to repair. According to Ametembun (1999:23), supervision is coaching toward improvement of the education situation commonly and increase learning and teaching quality in classroom especially.

The duties of learning supervision, not just be imposed to the school supervisor but also the principal. A principals must do instructional supervision in his school. Minister of Education of IndonesiaDecree, number 13 years 2007 aboutstandart of school/madrasah principals mentions one of the must have competence is competency supervision. In the dimention of supervision competency, theprincipal at least should: 1) planning instructional supervision program in order to improve the professionalism of teachers; 2) doing instructional supervision against teachers using the approaches and techniques of supervision properly; and 3) follow up on the result of instructional supervision against teachers in order to increase teacher professionalism. The principal responsibility of guiding teacher in drawing up the plan of learning implementation and learning success.

Supervision by supervisor, principal, or selected senior teachers have the task of directing and guiding teachers in the learning process. Through the direction and guidance of the supervisor, a teacher is expectected can do the learning process to the maximum and optimum, such as: (1) make the planning of learning; (2) do the learning; (3) assess the process and the result of student learning; (4) are able to motivate and encourage students to learn; and (5) manage class in support of

the achievement the learning goals. Through intense learning supervision activities, are expected learning quality and learning goals achievement will be more effective and efficient. Similarly, the development potential of students will be able to be implemented maximally.

In line with the consciousness of the world for education for all, the education dynamics and attention for children with special needs are getting better. Similarly in Indonesia, in line with the existing policies, attention to children with special needs will be better anyway. Beginning of integrated education as a form of service in addition to segretion, and is now heading on awareness of inclusive education. Since the existence of Minister of Education Decree number 70 years 2009 about inclusive education, inclusive school grew rapidly.In fact with a large number of district/city or province that declared itself as inclusive district/city, then more over inclusive school are opened. Special Region of Yogyakarta as one of province that declared inclusive education.

The regulation strengthen inclusive education service is already quite a lot. To support inclusive education in DIY currently has taken up teacher assistant from special school to inclusive education fluency. The presence of special guide teacher is very helpful in inclusive school, but the presence and the limitation of special guide teacher of course cause insufficient to inclusive school. To address all of that, then the awareness must hold, skill from internal party own school teacher or principal about learning strategies in inclusive school. Teacher often obtain inclusive training or workshop. In order for the inclusive education can be done the role of supervisor is very necessary. The supervisor role, should be reflected in programs, and implementation of inclusive learning. To enhance the supervisor role then required training and mentoring post prepare the action plan.

The supervisor role in school is very important for inclusive school. Supervisor must be able of arousing the learning motivation for teachers, and particularly teachers who have an inclusive class. Teacher who are still spirit with the results of training, it should be facilitated to take explanation to other teachers. Supervisor encourage the teacher who have received the training for designing model of inclusive learning and makes lesson study for other teachers. The principals as supervisor, get involved on the

planning, as the stage in supervision commonly. When supervisor role already running, then the task is possible the training results will be done by the teachers. Especially when the teachers who had received training are also supervised with the appropriate device for inclusion school.

The Strategy of Improving Perfomance School Supervisor

A variety of workshops for principal and teacher have often done, but the follow-up post-training less optimal. Many teachers and principals who haven't done real action in inclusive school. This is caused the difficulty of changing viewpoints and teacher's habit in learning, are also still large number of constraints caused by regulations that sometimes are contradictory. As a result, many teachers who have yet to compile the program, implement and evaluate learning as they should do in the inclusive class. Besides that, teachers themselves still confused giving education service in inclusive class. The principalrole also haven't been maximal despite already getting training of inclusive education.Training materials for principals haven't come to training of strategy and technical mentoring.

Inclusive education training for supervisor, either individually or together with teachers have often done. Training materials such as understanding and concept of inclusive education, assessment of needs, profile compile of children with special needs, syllabus and compile a lesson plan (RPP) of inclusion school, inclusive learning programme has been given. But training for supervisor with materials of inclusive learning supervision and supervisor role has not much to do. Materials of principal role as inclusion learning supervisor and what must do to increase knowledge and skill of supervisor learning quality in inclusive school. With the consciousness of supervisor in giving the insight and strategy of inclusive learning then it will spur a classroom teacher for more braving to explore a variety of techniques and strategy in each inclusive class.

After principal as supervisor get special training with materials of inclusive learning supervision, there should be a concrete next step. The step that must be done is the mentoring for supervisor in each school, how they compile supervision programme. Is the supervision program has described as inclusion school. What office must do, if

supervisor hasn't yet compile programme of inclusive learning supervision and supervision programme still the same as regular school. Of course mentoring for supervisor in inclusion school that had been trained still needed. Like online mode which are many to do for learner teacher now, then mentoring form can also be done with online system. Back up program, reporting the implementation of inclusive learning supervision should be done periodically by department of education or teams are appointed by department of education.

The strategy of improving inclusive school supervisor performance needs to be constantly improved. If the performance of inclusive school supervisor has acted properly, it is not impossible that school can organize inclusive school fully (full inclusion). Supervisor involvement will be greatly impacted and felt by teachers. For example, a teacher of inclusive class compiled learning planning but not based on assessment result and profile of children with special needs, and then a supervisor admonish and mentoring that teacher. So as when learning supervision, supervisor asked planning and execution learning that differentiate between regular student and student with special needs then the teacher will try to fix. More over supervisor doing supervision to teachers with principles of instructional supervision and politely doing, teacher will attempt to fix it.

CONCLUSION

In order to teachers as spearhead in the learning in inclusive school can run the task properly, so it can be done by improving the performance of principals as supervisor. Supervisor must take on the role, so teacher who has received inclusive training can continue to develop and implement inclusive educationin the school.In order for classroom teacher want to compile inclusive planning and learning properly, then supervisor should facilitate teacher in compile the planning and doing the learning with supervisor mentoring.Even other teacher who haven't got a chance of training can be facilitated by making use of trained teacher as model in lesson study. Next in order for supervisor, can act better in inclusion school, then supervisorswho are trained and have compiled action plan, should be monitored by teams who are led by department of education, both the second level or province

as responsible person towards the improvement of inclusive education quality.

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THE ELEMENTARY SCHOOL TEACHERS' ABILITY
OF IN INTERPRETING AND ORDERING FRACTION

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ABSTRACT

The purpose of this study was to describe the elementary school teachers' mathematical skills on the numbers, especially fractions after they have participated in a workshop. The abilities of teachers would be described in this study were the ability to interpret a fraction, to order some fractions, to add and subtract two fractions, to interpret the multiplication and division of two fractions, and to multiply and divide two fractions. In this paper, the author just only would describe the teachers' mathematical skills in interpreting what was the meaning a fraction, and ordering some fractions. This capability was described by the results of test given to teachers after they have attended the workshop. Research subjects in this study were 17 elementary school teachers at Yogyakarta. Fifteen teachers could interpret fractions as part of a whole, six teachers could interpret fractions as a result of the division, two teachers could interpret fractions as the measurement results, two teachers could interpret fractions as ratios, and there were no teachers who could interpret fractional as operators. There were sixteen teachers used equating the denominator strategies to order some fractions, there was one teacher who used the strategy to change fractions into decimal fractions to order some fractions, and there was one teacher who could not to order some fractions.

Keywords: workshop – mathematical abilities – interpreting and ordering fraction

According to Patricia F. Campbell et al. (2014), mathematical skills and pedagogy abilities of primary teachers were directly and positively related to achievement of students taught by them. There was a significant relationship between the teachers' perception with the knowledge achieved by the students. The teachers' perception in this study was defined as (1) the teachers' paradigm on mathematics teaching and learning process, and (2) teachers' care to the tendency of students' math skills. Teachers' care to the tendency of students' mathematical skills related with the mathematical knowledge of teachers. Teachers' paradigm on the settlement of mathematical models and organize learning supported teacher mastery of the mathematics knowledge and the pedagogy. So, one of the things that need to be enhanced to improve students achievement was teachers' mathematical abilities.

Kanisius Demangan elementary school want to increase student achievement in mathematics. Based on the research results of Patricia F. Campbell et al. (2014), which has been described before, the one effort that could be done to meet the expectations of Kanisius Demangan elementary school was to improve math skills of the teachers. The effort was made by researchers to improve the mathematical skills of teachers in Kanisius Demangan elementary school was to provide mathematics workshops for teachers in that school. Teachers' math skills would be upgraded divided into four areas, namely: numbers, geometry, measurement, and statistics. In this paper, the author would be presented only a small part of the research results obtained in this study. The study's result would be presented in this paper only related with the teachers' ability in numbers, especially interpreting and ordering fractions after teachers attend workshops.

One of the research questions this research was how the math skill profiles of elementary school teachers about the numbers at the primary school level after following the workshops? The purpose of this study was to describe the elementary school teachers' mathematical skills on the numbers, especially fractions after they have participated in the workshops. The abilities of teachers would be described in this study were the ability to interpret a fraction, to order some fractions, to add and subtract two fractions, to interpret the multiplication and division of two fractions, and to multiply and divide two fractions. In this paper, the author just only would make description about the teachers' mathematical skills in interpreting what was the meaning a fraction, and ordering some fractions. This capability was described by the author base on the results of a test given to teachers after they have attended the workshop.

According to Neisser, 1967 (in Solso 1991), the term cognition refers to the entire process in which the sensory input was changed, reduced, interpreted, stored, retrieved and used. According Matlin (2009), the term cognition referred to the process of receiving, storing, changes, and using of knowledge. According Marpaung (1987), cognition

was defined as something that is internal: something that could not be observed directly. According Marpaung (1987), cognition process meant a process going on in one's mind from receiving the data, then process it, storing in the form of information in memory, and recalling from memory when needed in order to further data processing. From the above explanation could be concluded that the process of cognition was a process that occurs in a person's mind when they accepted and processed data, stored information in memory and recalled from memory when needed in order to further data processing and cognition was information held by a person in his or her mind about something.

Skemp (2009) argued that mathematics was how to use the human mind that would increase the power of the human way of thinking. Therefore, according Skemp (2009), mathematics should be taught in ways that allow students to use their intelligence and not just rote learning. Skemp (2009) found that mathematics could be taught in ways that allow students to use their intelligence, there were two principles that need to be considered in the study of mathematics, namely: (a) The mathematics concept on a higher level than that of the students could not be communicated to them by giving a definition, but to provide a sample set accordingly; (b) Because in mathematics such examples almost always need another concept, the teacher must ensure that another concept that has been formed in the minds of learners first.

In 2002, Sutarto Hadi developed a professional development model for junior high school teacher. The model was developed by Sutarto Hadi in his study were as follows: (a) to conduct workshops for junior high school teachers who would be the subject of the research; (b) to conduct classroom practice; (c) to make a reflection.

From his research, Sutarto Hadi (2002) concluded that the development model of teacher professionalism developed in this study was a good model for the professional development of mathematics teachers in Indonesia, in particular to introduce a new approach in teaching mathematics.

Lortie-Forgues, Tian and Siegel (2015) suggested that students' understanding of the fractions was very important in the study of mathematics further and was also used in many professions, but according to Lortie-Forgues, Tian and Siegle (2015) and MA (1999), many students had great difficulty in understanding it. Furthermore, according to Ma (1999), the difficulty was not only the difficulties experienced by students in learning fractions, but also the difficulties experienced teachers to teach the concept of fraction. There were several studies that have been done related to fractions which explains why fractions into one material that is difficult to understand by students, namely:

According to Lamon (2001, in Ayunika, 2012), the development of the students' understanding about the meaning of fractions in the teaching-learning process was a complex process because the concept of fraction had a number of interpretations, namely (1) fraction as a part of the whole, (2) fraction as the result of a measurement, (3) fraction as an operator, (4) fraction as a quotient, and (5) fraction as a ratio.

According to Ross and Case (1999 in Shanty, 2011), on the teaching learning process about fractions, teachers often emphasized on how to do the operation procedure than on the meaning of the operation. Stafylidou and Vosniadou (2004 in in Shanty, 2011) stated that one of the reasons why the mathematical idea of fractions were systematically misinterpreted by students was an inconsistency with the principles of arithmetic used in operations involving natural numbers. For example in the operation of multiplication of natural numbers, if the two natural numbers multiplied, then the multiplicative result was a natural number greater than or equal to two natural numbers were multiplied. It was not always the case if the two fractions multiplied.

According Streefland (1991), in many textbooks the instruction of fractions was characterized by: (a) towards the concept of fraction; (b) there were not meaningful contexts both as sources and domains for the application of fractions., (c) the isolated use of models and patterns, which never extends to serve the process of algorithmization or mathematization; (d) there were not connections with mathematically domains, such as decimal fractions, ratios, scale, and percentages (Vergnaud, 1981) towards the algorithms.

METHODS

The type of this study was the qualitative study, because this study seeks to uncover a phenomenon that occurs in a natural situation, ie the teachers' mathematics ability to interpret a fraction, and to order some fractions after they followed the workshop. Broadly, the steps were carried out by the researcher in building teachers' ability profiles above were as follows: (1) the researcher held a workshop about interpreting and ordering fractions; (2) the researcher made some problems about interpreting and ordering fractions which were done by the teachers after they attended a workshop; (3) the researcher made the description about the material presented in the workshop on interpreting and ordering fractions; (4) the

researcher made a description of how the process of the workshop happen; (5) the researcher created the teachers' mathematics ability profiles on interpreting and ordering fractions.

RESULTS AND DISCUSSION
Description about The Workshop Material And Activities

The material presented in this workshop was about interpreting and ordering fractions as follows: (1) The meaning of fractions, namely (a) fractions as part of a whole, (b) fractions as a result of the division, (c) fractions as a measure, (d) fractions as ratios, and (e) fractions as operators; (2) The definition of the simplest fractions, the equivalent fractions, the namesake fractions, and the mixture fractions; (3) The definition of less than in fractions; (4) The ordering fraction techniques, ie (a) by equating the denominator of the fractions were sequenced, and (b) by transforming the fractions to decimal number.

Activities that occur in the workshop were as follows:(1) The facilitator asked what the definition of fractions; (2) One of the participants answered a fraction was form, where a was an integer, and b was an integer and not equal to zero; (3) Facilitator limited a definition of fractions as followed a fraction was a form, where a was a natural number and was called the numerator, and b were a natural number and was referred to as the denominator; (4) The facilitator explained the reason why a and b were natural numbers, namely: for the first phase, a fraction was limited to natural numbers. Only in the later stages, fractions expanded to integers; (5) The facilitator asked what means; (6) One of the participants answered means that there were 3 of 4 parts; (7) Another participant answered means the result of 3 divided by 4; (8) The facilitator explains the others meaning of , ie as size, as the ratio, and as operator; (9) The facilitator asked what the simplest fractions; (10) One of the participants answered a fraction called the simplest fraction if there were no more numbers could be used to divide the numerator and denominator of the fraction; (11) The facilitator clarified the participant explanation and provided confirmation about the simplest fraction.; (12) The facilitator asked what the equivalent fractions; (13) One of the participants answered the equivalent fractions were the fractions that have the same value; (14) The facilitator provided reinforcement on the definition of the equivalent fractions; (15) The facilitator asked what the namesake fractions; (16) One of the participants answered

the namesake fractions were fractions that have the same name; (17) The facilitator clarified the participant explanation and provided confirmation of the namesake fractions; (18) The facilitator asked what the mix fractions; (19) One of the participants answered a fraction referred to as the mixture fractions if the numerator of the fractional value was greater than the denominator of the fraction; (20) The facilitator provides reinforcement on the definition of the mixture fractions; (21) The facilitator asked what the meaning less than on fractions; (22) The participants were difficulty to answer the facilitator questions; (23) The facilitator explained about what was the meaning of less than on fractions; (24)The facilitator asked how to order some fractions; (25) One participant explained how to order fractions was by equating the denominator of the fraction to be ordered. After all fractions had same denominator, then the next step was to order the fractions based on the numerator. The smallest fraction was the fraction that had the smallest numerator. The biggest fraction was the fraction that has the biggest numerator; (26) The facilitator asked if there were other ways to order some fractions; (27) One of the participants answered each fraction was converted to decimal fractions. Once in the form of a decimal fraction, it could be ordered according to the ordering rules on decimal fractions; (28) The facilitator clarified and provided reinforcement how to order some fractions by transforming to decimal number.

The Teachers' Mathematics Ability Profiles On Interpreting And Ordering Fractions

There were two problems about interpreting and ordering fractions that were given to teachers after the they attended the workshop. The problems were given to teachers as follows: (1) Explain what does the meaning of !; (2) Which one the smallest fractions and the biggest fractions for these fractions and ? Explain how to get the answer!

The indicator of the first question was the teacher could define a fraction as (1) part of the whole; (2) the result of the division; (3) size; (4) ratio; and (5) operator. The indicator of the second question was the teacher could explain how to order some fractions.

The teachers' mathematics ability profiles on interpreting and ordering fraction from this research as follows: (1) 15 teachers of 17 teachers had ability to explain the meaning of fractions as part of a whole; (2) 6 teachers of 17 teachers had ability to explain the meaning of fractions as a result of the division; (3) 2 teachers of 17 teachers had ability to explain the meaning of fractions as a measure; (4) 2 teachers of 17 teachers had ability to explain the meaning of fractions as ratios; (5) No teacher of 17 teachers had ability to explain the meaning of fractions as operators; (6) 15 teachers of 17

teachers had ability to explain how to order some fraction by equating the denominator of the fractions were ordered.; (7) One teacher of 17 teachers had ability to explain how to order some fraction by transforming the fractions to decimal number.

One teacher of 17 teachers did not have ability to explain how to order some fraction by equating the denominator of the fractions were ordered and by transforming the fractions to decimal number

CONCLUSION

There were two conclusions obtained from this research process related to the ability profile of teachers in interpreting and ordering fractions, namely: (a) The meaning of fractions which was the most able to understand by the teacher was the fraction as part of the whole. The meaning of fractions which was the most able not to understand by the teacher was the fraction as operators, (b) The ordering fractions technique which was the most able to understand by the teacher was by equating the denominator of the fractions were ordered. The ordering fractions technique which was the most able not to understand by the teacher was by transforming the fractions to decimal number.

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THE EFFECT OF SHOW AND TELL METHOD ON THE IMPROVEMENT OF SPEAKING SKILLS FOR MENTAL RETARDATION CHILDREN

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ABSTRACT

This research aimed to know the effect of show and tell method on the improvement of speaking skills the indonesian subject on describe the material objects or person based characteristics with control language for mental retarded children. The method used in this study is an experimental research method. The design of this study is one group pre test post test by providing a pre test, then 2 sessions of treatment and a post test. The sample in this research is 7 children by using total sampling technique which is taking the entire population as a research subject. Data collection techniques being implemented in this study is observation and speaking tests. Data analysis used statistic non parametric by method Wilcoxon Signed Ranks Test. The results showed the mean value of posttest is better (75,00) than the mean value of pretest (54.00). Results of statistical analysis obtained by value Z = -2388 and Asymp. Sig (2-tailed) = 0.017 at significance level of 5% (α = 0.05), which means that Ho is rejected. It can be concluded that there is significant effect of show and tell method to improve the speaking skills in indonesian subject for retarded children.

Keywords: show and tell method, speaking skills, children with mental retardation

A study aimed at educating the nation and developed a complete Indonesian human, the human whose faith and piety to God Almighty and noble character, knowledge and skills, physical and spiritual health, personality steady and independent and sense of responsibility of community and nationality. This suggests that children with disabilities are entitled also obtain the same opportunities as other children (children of normal) in education.

The citizens who have physical, emotional, mental, intellectual and social or entitled to special education, (The Law of UU No.20 of 2003 on National Education System). Of the legislation above, it is clear that all citizens are either normal or children who have the disorder are entitled to education. Further described in the law is that the education necessary for them are special education in accordance with abnormalities and classification. Thus there will be differences between the education given to children who have physical, emotional, mental, and children who have a certain intelligence and potential.

The child tends to have defects, abnormalities in the physical aspects include the sense of sight (visual impairment), disorders of auditory (hearing impairment), disorders speech, and dysfunction of limbs (quadriplegic), (Efendi, 2008: 3). Children who have abnormalities in the mental aspects include children who have mental abilities more (supernormal) is known as a gifted and talented child, and children who have the mental ability is very low (subnormal) known as children with

mental retarded child. Children who have abnormalities in the social aspect is a child having difficulty adapting their behavior to the surrounding environment. Children included in the group known as emotional and behavioral disorder.

From the above classification, the researchers took the subject of children with mental retardation that children who have the intellectual capacity below the average, an IQ of 70 or lower that began before the age of 18 years, it is difficult to adjust, ill-equipped to think about abstract things, and necessary services special educational.

The special eductaion and reflects the inability of psychological behavior or developments that underlie the development of mental functions. The classification of children with mental mental retarded were divided into three, namely: mild mental retardation, moderate mental retardation and severe mental retardation. This study takes the research subjects were moderate mental retardation. The characteristics of children with moderate mental retardation children being is mental retarded children were barely able to learn the lessons of academics. They are generally trained to take care of themselves and their daily activities. At the age of their adult new age of 7 years (Moh Amin, 1995: 37). The mentally retarded students experiencing problems in cognitive abilities, language skills, and social skills (Sugiarmin & Baihaqi, 2006: 119). One of the barriers to children with mental retardation is the ability to speak. The language skills of children with mental retardation, especially with regard to syntax and vocabulary (Endang Rachayadi,

1983). This resulted in retarded children have difficulty in language skills and speaking skills.

Talking is a way to speak up verbally to others (Saddhono (2012:23). In other words speak means to communicate with others. In order for children with mental retardation have considerable skills as a major capital in communicating with others, so they are neccesary the require methods that can support the needs of children with mental retardation, especially in language skills and speaking.

To resolve the matter in this study, the researchers will implement a demonstration of project methods said (show and tell). The project methods is Lessons assign tasks to students to show something that is considered a novelty in accordance with the learning materials are delivered (Saragih, Amir & Ismunandar, 2013: 3). Once learners shows the results of the project, learners are then delivered (said) the results are in front of the class. Rests of the problems mentioned above, it is necessary to look for solving problems using effective learning methods and in accordance with the characteristics of learners, the learning method demonstration project said.

Based on this background, it can be formulated problem is how the effect of show and tell method on the improvement of speaking skills for mental retardation children?

The purpose of this research was to determine the effect of show and tell method on the improvement of speaking skills for mental retardation children.

The hypothesis of this study is there are significant show and tell methodto increase the speaking skills for retarded children.

METHOD

The research was carried on in SLB Negeri Surakarta is located at Jl. Cocak X Sidorejo, Sambeng, Mangkubumen Banjarsari, Surakarta in Februari 2015.

The method used is an experimental method to the design of the study *one group pretest-posttest*. Design *one group pre-test-post-test* is a reseacrh method in how to make one measurement at the front *(prettest)* before their treatment *(treatment)* and after it was measured again *(posttest)* (Arikunto, 2006: 76).

In this reseach, before providing treatment in the form of learning show and tell methods, researchers give an oral question to describe the material object or a person based on characteristics with controlled language of mental retarded children (*pretest*). And then, the students of mental retarded are given *treatment* in the form of show and tell methods. Finnaly, the student of mental retarded

give an oral question to describe the material object or a person based on characteristics with controlled language (*posttest*).

The independent variable in this study is the show and tell method, while the dependent variable is the speaking skill in the Indonesian subjects on describe the material object or a person based on characteristics with controlled language classes for children with mental retardation.

Population and samples of this study are all student with mental retardation as many as 7 students. The sampling technique used is *total sampling.* It is a sampling technique by taking all members of the population as a respondent or samples (Sugiyono, 2009)

Data collection techniques using the method of observation and tests. Observation method to observe the implementation process of learning activities that are focused on active learners in learning as well as the seriousness of learners in completing the task. In this study, researchers also act as executor of learning activities at that time. Meanwhile, the test used is an oral test to measure students' speaking skills, and then action test or performance test to measure the results of student performance in carrying out a project or activity. Performance test is divided into two aspects of assessment, namely the aspects of language and aspects non-language. In the aspects of language are divided into four assessment items, while the aspect non-language divided into three assessment items. So all totaled 7 assessment items. Each one assessment items have a score between 1 to 4. Each score has a category, a score of 1 is the category that needs guidance, score 2 category enough, a score of 3 categories of good and very good score of 4 categories.

Before the test questions used to retrieve data first be validated instrument that includes aspects of language and aspects non-language. Validation of the instruments used is the validation of content, through three experts, among other outstanding educational specialists in particular deal with children with mental retardation, linguists and class's teacher.

The data analysis technique used is non parametric analysis of the test rankings marked *(Wilcoxon Sign Rank Test).*

RESULTS AND DISCUSSION

Research result the effect of show and tell method to increase the speaking skills in Indonesian subject for children with mental retardation, can be presented in the following table:

Table 4.5. Descriptive Data Value *pretest* and *posttest* on subjects Speaking Skills in Indonesian Subject

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
pre test	7	39	68	54.00	13.013
post test	7	61	89	75.00	13.077
Valid N (listwise)	7				

The value *pretest* of speaking skills in Indonesian subjects gained an average value of 54.00. The highest value of 68.00 and the lowest value of 39.00 with a standard deviation or standard deviation of 13.013. While the value *posttest* speaking skills in Indonesian subjects gained an average value of 75.00. The highest value of 89.00 and the lowest value of 61.00, with a standard deviation or standard deviation of 13.077.

The results of data analysis *Wilcoxon Signed* Rank test analysis with SPSS 22 as follows:

Table 4.6 Calculation of the data analysis skills of speaking in Indonesian subjects before and after treatment using the *Wilcoxon Signed Ranks Test*

Ranks		N	Mean Rank	Sum of Ranks
post test - pre test	Negative Ranks	0[a]	.00	.00
	Positive Ranks	7[b]	4.00	28.00
	Ties	0[c]		
	Total	7		

a. post test < pre test
b. post test > pre test
c. post test = pre test

Test Statistics[a]	
	post test - pre test
Z	-2.388[b]
Asymp. Sig. (2-tailed)	.017

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

The results of descriptive analysis is obtained the value *pretest* of speaking skills an average of 54.00 and value *posttest* of speaking skills an average of 75,00, then the results of statistical analysis of data generated Z count = -2.388 while Asymp. Sig (2-tailed) = 0.017 was below 0.05. Asymp value. Sig (2-tailed) Z is calculated from *Wilcoxon* signed rank test is less than the significance level of 5% ($\alpha = 0.05$), then Ho is rejected and Ha accepted.

DISCUSSION

The results showed there are significant show and tell method to increase the speaking skills in Indonesian subject for mental retarded children.

The results of this study are consistent with the theory Ghofur (2014) that the project is a method of teaching in which students either individually or in a group given the task to complete the activities which can be observed and measured. The results are consistent for the use of project learning model in the Indonesian subject make students able to complete individual tasks and activities that have been given by the teacher and the results of these tasks can be observed and measured.

In addition, this research was supported also by the opinion Hosnan (2014) that the project learning model is a learning model that uses a project or activity as a media. Teacher assigns students to undertake exploration, appraisal, interpretation, and information to produce various forms of learning outcomes.

The results are consistent for the use of the learning model projects carried out in this study to make students with mental retardation are capable of completing the task of the teacher well and responsibilities as well as students are able to explore or search for information about the assignment so that the learning outcomes in indonesian subject particularly on speaking skills can be improved.

The results are consistent with the results of research that has been done by Junaidi (2013) that the show and tell method has been shown to improve speaking skills learners on non-language aspects and language aspects. Content of the non-language aspect is abble of the teacher's explanations, dare to speak, delighted in talking, the conversation in accordance with the objects brought, and concentration in speaking, while the aspects of language includes precision pronunciation, fluency of speech, speech intelligibility and accuracy of intonation can be increased through the show and tell method.

The results of this study are consistent because the teaching show and tell method, speaking on aspects of language skills and aspects of non-language on the students of mental retardation may increase. Aspects of language in the study include the accuracy of pronunciation, fluency of speech, speech intelligibility and accuracy of intonation, whereas aspect of non-language in this study include the attitude of daring to speak, mastering the material, and motion and expression appropriate to the student of mental retardation be increased. This is because the students have to find out information about the assignment of teachers that are tailored to the subject matter which describe the object or person based on characteristics with languages controlled inquired with their parents, brothers or by her own experience.

Advantage in the conduct of research using show and tell method can affect a person speaking skills in aspects of language and also aspects non-language. The students who previously less precise in pronouncing the word, can not pronounce words clearly, say the word is not in accordance with intonation and less fluent in speaking, using the project learning method of the show and tell for students are trained for skilled in speaking on aspects of language. In addition, students who previously felt scared when asked to come forward, and often neglect the duty of teachers to use teaching show and tell method students become active and bold when asked to come forward to the front of the class, students also become responsible. Student activity in conveying information to make learning into a pleasant atmosphere.

The Barriers to children with mental retardation in learning is not difficult for students when holding activities learning show and tell method, because children are very enthusiastic and they have a way of learning and delivery of content that is different from the others. On this occasion, students may also develop their own thinking power, the power of initiative, creative power, responsibility and train stand on its own, considering children with mental retardation are many difficulties in Indonesian subjects one of which in the speaking skills.

Shortcomings in the conduct of research with show and tell method is a subject that used to have special needs, so in practice the teacher must adapt of abilities and limitation students with show and tell method and subject matter that will be delivered. In addition, teachers also need creativity in delivering course material, so that the subject matter can be accepted students well, especially considering the students of mental retardation has a low memory.

However, the lack of communication with parents teachers lead learning show and tell method can only be applied at the school. They are must be establish good communication, so that parents know the capabilities and needs of children so that parents can implement a show and tell explained in developing speaking skills at home.With the practice speaking at home and at school, students become skilled at speaking both between students and students, students and teachers, and students with parents. Thus, students can develop the skills to speak well of aspects of language and aspects non-language well, it is important for students because the speaking skills is the main capital of a person in communicating.

CONCLUSION

Based on these results, we can conclude that there are significant show and tell methodto increase conversational skills on the subjects of Indonesian for retarded children.

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LEADERSHIP 360 DEGREES PERSEFEKTIF THE HINDUSM VALUE TOWARD TO ORGANIZATION EDUCATION HINDU PROFESSIONAL

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ABSTRACT

Improved performance of organizations affected by the ability of the leadership in directing in achieving organizational goals. This condition also applies to educational organizations, leaders must pay attention to the leadership of 360 degrees. "Leadership" is arguably the central concept of interest in the present knowledge on the management of education. In this article, there is an explicit assumption that leadership is the "real" phenomenon that is not only important, but also the need for educational institutions. Leadership values that exist in the pattern developed by Max Maxwell, needs to be understood as a pattern that is now being developed in the pattern of transformative leadership. It is important to understand for education managers. The purpose of this paper is to examine the concept of leadership 360 degrees which can be applied in educational organizations in accordance with the values persefektif Hindu leadership. The problem in this paper is how to assess the theory or concept of leadership 360 degrees so that a perspective that is beneficial to researchers and organizations in accordance with the values of the Hindu leadership. The method used in this paper is an empirical approach through the study of literature. Original contribution of this paper is the result of exploration of leadership theory or 360 degrees can make professional and educational organizations in accordance with the values of the Hindu leadership. as well as recommendations for the sustainable development of the Hindu leadership and management can be practiced in the Hindu educational organizations.

Keywords: 360 degree leadership, professional organizations. values hindu.

The role of a leader in achieving organizational goals is very important. the organization's performance is influenced by the style of leadership that is run by its leaders. Style of leadership and good management have a mutual relationship that can not be separated in order to achieve the success of an organization. In general, the definition of leadership is the process of influence and affect each other. So to speak, if we look at the insights provided by experts, such leadership is defined as the ability to coordinate and mobilize people and factions for a purpose, so here will be the question arises how to be a good leader, the style and nature of the corresponding with leadership as well as the terms of what needs to be owned by a good leader.

Burns (1978) states: Leadership is a 'process of mobilization of individuals with certain motives, values and access to resources in the context of competition and conflict in achieving the goal, Abrahams (2001) states: Leadership is about vision and have the courage to doing the right thing different from management, all of which are about doing the right thing even if there is a risk. Listening to these terms related to leadership there are some points to consider matters such as: (1) the presence of others who are called men (followers) (2) there is a force that is not balanced between the leadership of the members (3) there is the power of leadership

influence others, from said lead born lead verb which means to guide or lead, from the noun leader, the person who serves a lead or leads or those who guide.

Management leadership will have a strong effect on the performance of the organization, which would certainly have an impact on the organization's goals, this should be a major concern for leaders of organizations including Hindu organization leader in the field of education. It needs to be a common understanding that leadership is a process of influencing the group's activities in the formulation and achievement goal attempts. So that the leader has several roles as a leadership role, informative role and the role of decision-makers (Sedarmanyanti, 2016: 273).

So great was the role of a leader within the organization making the issue of leadership is never extinguished in the discussion of management education. Many modern theories of the leadership of both the type of transformational leadership and visionary leadership. One model of leadership that exist in modern theories is 360 degrees leadership. Many things explained that to make a good run organizations should be applying some of the concepts that should be executed if being a leader. So, the issue and the main core issues here are: first, the leader and leadership; second, how leaders are in accordance with the concept of 360 degree leadership John C. Maxwell ,; Third, the values of leadership 360 degrees in education persepektif Hindu

Leadership 360 Degree Perspectives Values Hindu Literature

Hindu leadership are taking resources from Hindu literature-literature. Hindu leadership point here is how the practice of leadership in accordance with the teachings of Hinduism (Subagiasta, 2010: 11). So the Hindu leadership is an ability to influence others based on the qualities of leadership that exist according to Hindu scriptures. So that the properties are owned achieve organizational goals effectively and efficiently.

The 360 degree leadership to discuss the perspectives of Values then we discuss first Hindu leadership JhonC.Maxwell 360 Degrees.

The 360 degree leadership Maxwell

Books 360 degree leadership John C. Maxwell, explained that roughly leaders should be able to lead in all directions so that a leader must be built by myself without any other person determined by your position within the organization. In this case the most important principle of leadership is not a position of influence, in this case means an individual to become a leader should be able to build their influence to superiors, colleagues and subordinates.

The principles lead 360 Degrees, categorized in three principles in the lead the lead upward, sideways and downward. Therefore, in The 360 Degree Leader, can float the influence of any position in the organization. Maxwell assured that 99% of all perpetrators of leadership in organizations / institutions were at the organization instead of the top. So that all the individual units likely to be the leader of 360 degrees.The explanation of the principles in the lead, namely:

Lead-Up
1. Lead yourself very well, by being able to manage emotions, and words as a personal right, and in this way will lead to harmony within the organization this happens the impact of the absence of conflict between the individuals in it.
2. Relieve the burden of leadership, do a good job, ready to help whenever needed leadership.
3. Run what others do not want to do, in a sense ready against any task difficult job.Doing thing more than expected, not willing to perform the tasks they are responsible.
4. Do not just manage, thinking longer term in leading the context of a larger view.
5. the establishment of good relationships, need to adapt to the personality of the boss, but still be yourself and maintain a

publicly integritas.loyalitas personally produce force, working with a personal weakness.
6. All leaders value time, preparing to take the time your boss, do not let your boss think of you.
7. Timing is essential to good leadership, the right idea at the wrong time will only be accepted as an effective buruk.pemimpin idea should be able to read the atmosphere of the workplace.
8. Being a dependable leader, to remain productive during high pressure, heavy burden, resource bit, when time is limited.
9. Better tomorrow than today, growth-oriented than the target.

From the description of the above item in principle to support the leader, adding value to the organization, differentiating the individual is a better job.

Lead-Across
1. Circle of leadership to the side, in this loop expected of a leader able to care, learn, appreciate, contribute, verbalize and leading and successful.
2. Putting fellow leaders complement rather than compete,aims to toward victory together.
3. Being a friend, listen and discover similarities and spend time outside office hours
4. Avoid office politics, gossip and petty arguments never bring any good. Defending which really was not that popular. Did according to others.
5. Expanding the circle, out of the power of the moment, out of the expertise of the moment, out of the routine, (there are always new ones).
6. Let the best idea wins, seek ideas from multiple sources, pushed the idea of other people better do not force your idea wins.
7. Do not pretend to perfect, admit mistakes, ask for advice, get rid of self-esteem.
The essence of the principle leaders of the above is to follow me, I'll walk with you to win.

Lead-Down:
1. Walk slowly down the aisle, a time when he saw a subordinate, that means if you take care of them they will take care of you.
2. Seeing all the numbers 10, everyone has the advantages do not see their own shortcomings.
3. Develop that every person is a unique individual and intact, using development institutions to develop personal / employee.
4. Putting people on the territory of its power, employs people on the strength of their meaning on their preferred field.

5. Give an example of the desired behavior, the leader is a source of inspiration for his men

6. Spread the vision and give prizes for the results. The organization's goals must be understood by everyone and for members who successfully awarded the prize but not the same gifts for everyone.

The essence of the above explanation is led not by position but through influence or utilization. From these explanations seems that the leader has a coverage area of 360 Degrees, namely: (1). the employer as a structural leader in an organization; (2). co-workers / colleagues in addition to which the level of the structure is the same, and3). subordinates who require supervision.

Leadership Hindu

Vedic states as follows: "*Sweswe dharma niwistanam sarwesama purwacah, warnananmas ramanamca king srsto, bhiraksita*" means: king or leader has been created to protect the color and law that all of them were declining level of position they perform the duties of their obligations. The functions of the Hindu leadership in general there are two types of functions, namely: 1) .protect community, providing a sense of security, responsibility and provide guidance to citizens to participate in realizing security and peace among them (security function). 2) .realize prosperity together members of the community to realize the welfare, prosperity and relieving the inner and outer communities (function prosperity).

The type of leader that is ideal according to Hindu is the leader of the universal meaning of Hindu leaders should understand and appreciate and practice the teachings of breath Hinduism, such as the doctrine *AstaBrata*, *PancaUpayaSandhi*, *NawaNatya*, *Tri UpayaSandhi*,*CaturKotamaningNrpati*, *PancadasaParamitengPrabu*, *Sad UpayaGuna* and other teachings contained in other scriptures. Laissez-fire mode is the type of leadership that is in accordance with the teachings of Hinduism namely *AstaBrata* concept is contained in the Hindu leadership *Itihasa Ramayana*. AstaBrata. This teaching is given to the *Sri Rama* to Wibhisana as King of Lanka.

AstaBrata parts as follows: (1*). IndraBrata*, leaders should follow the properties of *Indra*as the god of rain giver, giving welfare to the people. (2) .*Yama Brata*, leaders should follow *Yama* properties that created the law, enforce the law and impose penalties equitably to everyone guilty. (3). *Surya Brata*, the leader of providing information in a fair and equitable to all the people they lead and always do be careful as the sun is very careful in absorbing water. (4) .*CandraBrata*, leaders should always be able to portray a calm and radiant so that the people they lead feel confident of the greatness of the soul of a leader. (5*). BayuBrata,* leaders should always be able to know and investigate the actual circumstances and will mainly state-dependent communities suffer the most. (6) .*KuweraBrata*, leaders should be wise use of funds or money and there is always a desire to welfare society and not be a spendthrift who the end can be detrimental to the State and Society. (7) .*BarunaBrata*, the leader should be able to eradicate all forms of the disease that develops in the community, such as unemployment, juvenile delinquency, theft and vandals security of the State. (8) *Agni Brata*, Leaders must have the properties can always motivate the growth properties of knights and zeal in subduing his enemies.

Sad WarnaningRajaniti

Sad WarnaningRajaniti orobligations are six main characteristics and capabilities that must be owned by a king. This concept *CandraPrkashBhambari* written in the book "Substance of Hindu Politics". As for the parts *WarnaningRajaniti Sad* are: (1). *Abhigamika*, meaning that the leader should be able to attract positive attention from people. (2). *Prajna*, which means that the leader must be wise. (3). *Utsaha,* a leader must have the creative power is high. (4) .*AtmaSampad*, it means the leader must have high moral sublime. (5). *SamantaSakya*, meaning that the leader must be able to control his subordinates and simultaneously fix the things that are considered unfavorable. (6). *AksudraParisatka*, meaning that the leader must be able to lead the meeting of the ministers and can draw conclusions judiciously so accepted by all parties who have different views.

CaturKotamaningNrpati

CaturKotamaningNrpati is a concept of leadership in the Majapahit Hindu, as written by M. Yamin in the book "Constitutional Majapahit". CaturKotamaningNrpati is four main requirements that must be owned by a leader. (1) *JnanaWisesaSuddha*, it means the leader must have knowledge of the sublime and sacred. In this case it must understand the scriptures or religious teachings. (2) *KaprahitaningPraja*, it means the leader must show compassion for people. leader who loved his people will also be loved by the people. (3) .*Kawiryan*, meaning that the leader must be characterized by courageous in upholding truth and justice based on its knowledge of the holy.

(4).*Wibawa,* means must be authoritative leaders to subordinates. Authoritative leader will be respected by his subordinates.

Tri UpayaSandhi

In *Lontar Gundala Pati* The King mentioned that a king must have three attempts in order to connect with the people. As for the parts *Tri UpayaSandhi* Attempts are: (1) *Rupa*, means leaders must observe the face of the staff. (2) *Wangsa*, that means leaders must know the structure of society (social stratification) in order to determine what approach should be used. (3) *Guna*, leaders must determine the level of civilization or the intellect of the staff so he could find out what is required by the staff.

PancaSatya

Five SatyaThis should serve as the basis for a Hindu leader wherever he is. The fifth runway are: (1) *SatyaHrdaya* (true to yourself / faithful in the live), (2) *Satya* Discourse (honest in word / faithful in speech), (3) *SatyaSamaya* (loyal to the appointment) (4) *SatyaMitra* (faithful friend) (5) *SatyaLaksana* (honest in deed) Fifth should also be used as guidance in his life. So that he would become a great leader, authoritative, respected and so forth.

The success rate of a leader in the lead itself is determined by two factors, namely: human effort factor *(Manusa* or j*angkungingmanungsa*) and factor the will of God (*Daiwa* or *jangkaningDewa*). While the success rate could be a decrease (*Ksaya*), fixed or stable (*sthana*) and improvement or advancement (*Vrddhi*). With the implementation of the above principles, the way to achieve the organization's management Hindu professional education can be achieved, for what is reflected in the principles set out above is directed to the professional leadership.

CONCLUSION

Of Hindu literature values described above can we classifications that that there are some concepts included in a 360-degree leader Maxwell implied in Hindu literature were used as basis Hindu leadership including educational organizations, namely:

Lead Top

To lead and above there is a concept, which can be used as a reference is the principle: a) *Surya Brata* the leader always act cautiously as the sun absorbs water, is analogous in 360 degrees which lead yourself well, promoting prudence so as not to cause conflict; b) *Utsha*, a leader must have the creative power are high, always find a way to objectifity this something analogous to become a dependable leader in 360 degrees; c) *HredayaSatya* means to be honest with yourself and maintain the integrity and loyalty, loyal to the leadership of this analogy with relationship rational investment.

LeadAcross: a) *Bayubrata*, leaders should know and investigate the circumstances of the willing to learn and contribute to the organization, this is analogous to the principle of understanding and completing the circle of leadership; b) *Prajna*, the leader must be wise to let the best idea to win not force, is analogous to the principle of let the best idea win; c) Yamabrata, the leader should be fair, defending the right not defend this popular analogy with the principle of avoiding office politics; d) *Kawiryaan*, be brave means to admit a mistake, do not pretend to get rid of self-esteem, this is analogous to the principle do not pretend to perfect the leader of 360 degrees.

Lead Down: a) *Agni brata*, always motivate subordinates to always cultivate these knights properties analogous to provide an example of the nature of the desired properties; b) *Rupa*, a leader must know bawahanya face, it means walking slowly to determine Events subordinates. This is analogous to walking slowly down the aisle in a 360-degree leader; c) *KaprahitaningPraja*, a leader must love bawahanya then subordinates will love you. This is analogous to seeing everyone with the number 10 means, everyone has the potential of each uniqueness; d) *Guna*, leaders must determine the level of civilization or the intellect of staff, this same with the principle of placing the zone their strength.

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ENHANCE LEARNING THEME "DIRIKU"
FIRST-GRADE ELEMENTARY SCHOOLBASED ON
CURRICULUM 2013 SCHOOL YEAR IN MALANG

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ABSTRACT

Based on a growing issue in the public elementary education (SD) in Malang on the implementation of Curriculum 2013, still found that teachers have difficulties in implementing the concept, theory, and practice of learning. The theme of "DIRIKU" is learned in first-gradeelementary school students is one of the thematic material in the curriculum in 2013 were difficult to apply. This is presumably because the curriculum in 2013 had a scope of materials and teaching methods are very spacious, so that teachers facilitate student learning difficult. The data collection was conducted by questionnaire and interviews in 10% of 275 first-grade teacher in Malang, so that the population of the respondents were 28 teachers in 28 elementary schools. The purpose of this study was to ascertain the problems encountered by first-grade teachers are authentic in facilitating student learning on the theme "DIRIKU" and propose appropriate solutions to the problems encountered so that learning takes place in an effective, efficient, and fun. Thus, the parties concerned will be easier to make improvements in a relatively quick time; because the learning is very important for Indonesia's dignity.

Keywords: enhance, learning and the curriculum 2013.

Based circulars Ministry of the Interior of the Republic of Indonesia Number 423.5/154/sj concerning the implementation of Curriculum 2013 Gradual addressed to all the governors and Regents/Mayors dated January 12, 2015, all elementary schools in Malang implementing Curriculum 2013. Since the implementation of Curriculum 2013 (K-13) is a new thing for most teachers in Malang, then most researchers conjecture that there are difficulties experienced by teachers in implementing the curriculum, 2013. in an effort to prove the allegations, the study aims to gain certainty about things becoming difficult first-grade teachers as facilitators theme "DIRIKU" in K-13 authentically based on a questionnaire, and determine the percentage of teachers who experience difficulties in its efforts as a facilitator of first-gradestudent learning of elementary school in Malang.

This research is important in the effort to locate researchers proposed a solution that can be applied to the learning activities. After the study ended, researchers can provide advice and input to the relevant parties to make it easier to improve the quality of teachers, and revise the curriculum or related in a relatively quick time. Some things that indicate that elementary teachers are not ready to implement K-13, including the following:

1. Elementary and Secondary Education Unit which implement the curriculum in 2013 since the first semester of the Academic Year 2014/2015, in order to re-implement the curriculum in 2006 began the second half in the school year 2014/2015 until further provision of the Ministry of Education and Culture to implement Curriculum 2013.

2. Unit for Elementary and Secondary Education who has implemented Curriculum 2013 during the (three) semesters keep using Curriculum 2013.

3. Unit of Elementary and Secondary Education Curriculum 2013 implementing the Education Unit Curriculum Pilot Implementation in 2013.

4. Pioneering Education Unit mentioned above can implement Curriculum 2006 report to the Provincial Education Department / District / Municipal appropriate authority.

5. It is expected that remain guided by the policy of the Government to implement Curriculum 2013 gradually, to create order and conditions conducive to the learning process and learning in the area.

Because many schools still have problems, then schools implement the curriculum in 2013 since the first semester of the Academic Year 2014/2015 in order to re-implement the curriculum in 2006 began the second half in the school year 2014/2015 until further provision of the Ministry of Education and Culture to implement Curriculum 2013. Elementary and Secondary education units

that have implemented curriculum 2013 for three (3) semesters keep using curriculum 2013. That statement raises a number of differences in the implementation of the curriculum by elementary school in Malang, because not all of them carry out curriculum stigma 2013. Appeared positive parents, teachers, pupils and the community in which the school has implemented K-13, so the school is still executing SBC considered unfavorable.

Curriculum 2013 (K-13) are intended to replace the Education Unit Level Curriculum (SBC 2006), based on some basic among other aspects: (1) the philosophy which contains the dimensions of noble values, academic, student needs, community, and service-oriented competency development. (2) Aspects of juridical related to learning methods and structuring the curriculum, accelerated implementation of national development priorities, active learning methods based on cultural values and shaping the national character (mental revolution. (3) Aspects of conceptual covering several dimensions: (a) Not yet fully emphasizes character education. (b) Immature appropriate skills need, and (c) knowledge-knowledge off.

In addition to the basis of the above, the development of the curriculum in 2013, there are several reasons, among others: (1) the future challenges related to the environmental dimension, information technology development, the influence and impact of technoscience. (2) Competence of the future include the ability dimension: to communicate, to think clearly and critically, consider the moral aspect of a problem, it becomes effective citizen, tried to be understanding and tolerant of different views, live in a pluralistic society that is globalized, and has an interest about life, have a job readiness and intelligence according to their talents and interests of students. (3) the negative phenomenon that surfaced in the community related to: student fights, cheating in examinations, the turmoil in society. (4) The public perception associated with: less charged character, the student load is too heavy and too focused on cognitive aspects (Words of Education Minister M. Nuh, 11/13/2013), accessed February 16, 2013

Based on data from the results of hearing and seeing some of the conditions of teachers in conversing and developing a book curriculum in 2013, a book teachers and students in several elementary schools in preparing lesson plans and implement in an environment of researchers and explanations Suparno and Waras mentioned above, researchers are highly motivated, driven to knowing the real facts occurred in first-grade teachers in some elementary schools in the city of Malang. Because it is so important to know the truth and if it is true teacher experience confusion, difficulty it must be immediately sought a solution in view of the role of teachers in developing, controlling the curriculum in elementary school is very important to have a direct impact on the process and student learning outcomes. If it is not correct, the teacher is not confused and no difficulty implementing the curriculum in 2013, it is necessary to offer solutions for enhanced capabilities already available. and remind expect they are never satisfied with good achievements that have been achieved.

METHOD

In this section, we describe relates to the method of survey research: (a) understanding of the survey, (b) the implementation, place and time of the survey, (c) sample surveys (d) the data collection instruments, (e) the steps of survey research, and (f) the things that need to be avoided in survey research, and (g) the analysis of data.

After the research was conducted as well as possible in accordance with the research survey will receive in accordance with the reality that is, happening in this research field. For the next must be implemented immediately.

Methods in a research is very important as one of the components of scientific research. Because they through accurate research methods that can provide the data (datum) required researchers to be analyzed according to the needs of a study.

"Survey research has contributed to the social science methodology. The most important contribution is the sampling procedures careful and strict, the overall design and implementation of the design / design study, a definition which is clear and the specifications of research problems, and the analysis and interpretation of data "(Kerlinger, 2006: 667). "Take a sample of the population" (Singarimbun, 1998, Zikmund 1997) "survey method in the form of a question"

The technique of taking a subject using sampling techniques probabilistic (random sample) (Nan lin, 1976) stratified (stratified random sampling) is taking the subject at random proportionally from the five districts in the city of Malang, namely: (1) in Blimbing district there are 57 elementary school consisting of 44 elementary schools and 13 private elementary school. Of the population, have taken 10%, bringing the total number of respondents 6 Elementary School, (2) in the District Kedungkandang there are 55 elementary schools, which consists of 45 elementary schools and 10 private elementary school. Of the population, have taken 10%, bringing the total number of respondents 6 Elementary School, (3) in Klojen there are 43

elementary schools, which consists of 24 elementary schools and 19 private elementary school. Of these 4 elementary, taken to represent the population, and (4) in the District Sukun there are 58 elementary school where 42 elementary schools and 16 private elementary school. Of the population, have taken 10%, bringing the total number of respondents 6 Elementary School, and (5) in the District Lowokwaru there are 57 elementary schools, which consists of 45 elementary schools and 12 private elementary school. Of the population, have taken 10%, bringing the total number of respondents 6 Elementary School (Zubaidah. 2014: 15-25). Then, the number of subjects a sample of this survey research totaled 28 first-grade teachers from 275 public and private elementary school teachers in Malang.

The steps of survey research in sequence starting with (1) to analyze a number of issues that developed in the neighborhood elementary school teachers last few months, (2) formulate a research title, (3) establish a title considered most urgent in the number of titles other, (4) establishes the subject and location of the research, (5) develop a research proposal, (6) submitted a proposal to the FIP to be selected, by two reviewers, (7) develop interview schedules relating to the formulation of research problems. Once finished composing schedule an interview then will be Randomized Pretested on a small sample (5th-grade teacher) are considered representative for his vocation, then revised in accordance with the results Randomized Pretest, and then it is ready to use.

For the next step (8) collecting data using questionnaires, multiple-choice, forced choice (choose the alternative that comes closest to the situation) and open-ended questionnaires to interviewed (if necessary) the 28 first-grade teachers who had previously been informed in order the teachers really prepare the material which been the focus of the interview schedules according the survey research problems.

For the next step (9) analysis, analyzing the responses to the questions are coded and tabulated, categorized quality, specifically for the sake of the purposes of the analysis—content-analysis. But if the data which found the validity been doubted, the researchers conducted a "panel" is to do the re-interview of the respondents (Kerlinger, 2006: 670-67, 666). (10) If the data are all considered to be complete in accordance with the schedule of interviews and accountable continue tabulate, record or record number of responses as respondents in each category that will be the basis of the analysis of the percentage, on average, as well as significant in the category

concerned. The next step (11) the data are analyzed, were presented, reviewed and interpreted and then reported (Kerlinger, 2006: 672).

RESULTS AND DISCUSSION
Results

Based on the background and the problem in this survey research, to find the problems experienced by first-grade elementary school teachers who completed a questionnaire study in the first semester with the theme of "DIRIKU" is authentic particularly associated with formulation of the problem; as follows:

1. Find and percentage quantity / quality difficulties I grade teacher in the city of Malang in understanding the content of the curriculum books in 2013 relating to the theme of "DIRIKU". Based on the answers of 28 respondents to the question number 1 to 40 in sequence as follows: (a) Of the 28 respondents to understand the elements of the curriculum in 2013 (K13) as many as 19 teachers grade 1 = 68%, the teacher said do not understand 1 = 4% , teachers can carry 17 people = 61% and teachers cannot execute 2 = 7%. So it can be presumed most of the teachers can understand and implement by percentage; but on the other hand of course does not mean that in a fraction of the teacher problematic consequently have an impact on student learning will not be in line with expectations K 13.

To question No. 2 teacher answered understand, there are 14 people = 50% and do not understand, there are 4 people = 14%; can carry out, there are 12 people = 43%, it cannot carry out, there are 3 people = 11%. Likewise, for question number 3 produce answers teachers to understand, there are 21 people = 75%, do not understand, there is one person = 4% can carry out, there are 12 - 43% and is unable to perform, no = 0%. For question number 4 with dimensions the same answer different questions each 20 = 71%, there are 2 people = 7%, there are 11 = 39%, and no = 0%, to question number 5: 20 people = 71%, there are 2 people = 7%, there are 12 people = 43%, no = 0%; to question number 6: 16 people = 57%, there are 4 people = 14%, there are 11 = 39%, and no = 0%. The next question number 7: No one answered 19 = 68%, No 1 = 4%, there are 16 people = 57%, and no = 0%, to question number 8: 16 people = 57%, there are 3 people = 11%, there are 17 people = 61%, and no = 0%, to question number 9: there are 16 = 57%, No 1 = 4%, there are 22 people = 79%, and no = 0% ; to question number 10: No 16 = 57%, No 1 = 4%, there are 18 people = 61%, and there is one person = 4%.

Next to number 11: 18 = 64%, 2 = 7%, 11 = 39%, and 2 to 7%; for number 12: 12 = 71%, 1 = 4%, 1 = 4%, and 1 person = 4%; number 13: 21 = 75%, 1 = 4%, 13 = 47%, and 1 person = 4%;

number 14: 17 = 61% 4 14% 8 29%, 11% and 3; for number. 15; 15 = 75%, no = 0%, 15 = 50%, and 0%; number 16: 20 = 71%, 2 to 7%, 10 = 36%, 1 = 4%; n number 17: 18 64%, 1 = 4%, 16 = 57% and 1 person = 4%; number 18: 15 votes 54%, 1 = 4% 16 57% 2 7%; number 19: 18 = 64%, 1 = 4%, 20 71%, and 0%; number 20: 19 = 68%, 1 = 4%, 16 57%, and 0%.

Next question number 21: 15 = 54%, 4 = 14%, 12 = 43% and 1 4%; for number 22: 15 = 54%, 5orang = 18%, 10 = 36%, and 1 person = 4%; number 23: 13 = 47%, 6 = 21%, 7 = 25%, and 1 person = 4%; number 24: 16 = 52%, 2 to 7%, 10 36%, and 2 to 7%; for number 25; 19 people = 68%, 1 = 4%, 6 = 21%, and 5 people = 18%; number 26: 14 = 50%, 8 29%, 13 = 47%, (C true) and teachers who answered D method / approach = 12 = 43%; number 27: 25 votes 89%, (A right) who answered B = 1 = 4%, C = 1 = 4%, and D = 2 = 7%, and number 28: 2 = 7%; 22 79%, 4orang = 14%, 0 votes 0%, (B really) number 29: 1 = 4%, 3 = 11%, 23 82% (C true), and 0%; number 30: 7 = 25%, 9 = 32%, 20 71%, and 9 = 32% (all true).

Next question number 31: 10 = 36%, 9 = 32%, 13 = 47%, and 11 = 39%; for number 32: 16 = 57%, 7 = 25%, 14 = 50%, and 5 people = 18% (all true); number 33: 7 = 25%, 9 = 32%, 12 = 43%, and 13 people = 47% (all true); number 34: 7 = 25%, 8 27% 20 71%, and 14% 4orang (all true); for number 35; 4 = 14%, 7 = 25%, 9 = 32%, and 14 people = 50% (all true); number 36: 1 = 4% 10 36% 12 = 43%, and the teachers who answered D method / approach = 10 = 36% (all true); number 37: 1 4%, 4 = 14%, 12 = 43%, and 3 = 11% (all true), and number 38: 0 vote = 0%; 10 36%, 8 = 29%, 7 to 25%, (B really) number 39: 14 = 50%, 4 = 14%, 50% and 14 3 = 11% (A & C right); number 40: 8 = 29%, 6 = 21% 4 14%, and 17 people = 61% (true AB and D).

Discussion

In general, in the world of education know that the quality is good, if anything it could reach the percentage level is worth 100%. Vice versa a lot of people know if something is said quality is not good and less good or if the percentage does not reach 100%. For example, one indicator is based on the guidelines of education of State University of Malang edition2013: 89 "conversion score of course the final value undergraduates and diploma level of mastery of the ability of the best to the less well with the scale as follows: 85-100%, 80-84%, 75-79%, 70-74%, 65-69, 60-64%, 55-59%, 40-54%, 0-39% "

Based on survey research data that has been presented in such detail would have been very clear on the extent of the control of teachers to every dimension of every question on any number of questionnaires that have been answered (assumed all respondents' answers correspond to reality and curriculum in 2013 assumed good); then compared with a level of mastery of the ability of the State University of Malang mentioned above, then how many teachers who have the ability in the best scale and unfavorable, 60% and above are expected to implement the curriculum in 2013 (K 13)? and how many teachers have a mastery level of 59% down to supposedly less well?

As discovery on the level of teachers to understand of dimension K 13 for class I the 1st half numbers 1sampai to 25 are as follows 19 + 14 + 21 + 20 + 20 + 16 + 19 + 16 + 16 + 16 + 16 + 20 + 21 + 17 + 18 + 20 + 21 + 15 + 18 + 19 + 15 + 15 + 13 + 16, and 19 = 320 + 120 = 440 700 = 63%. Means that do not understand that 37% of this data shows that understands K 13 higher percentage when compared with teachers who do not understand. Although only 37% would not be wise if it is not alleged that the problem cannot be ignored; because we have to pay attention to how many pupils get lessons from a teacher-related.

On the count, can execute from no.1 to 25 is 12 + 12 + 17 + 11 + 12 + 11 + 16 + 17 + 22 + 18 + 11 + 1 + 13 + 8 + 14 + 10 + 16 + 16 + 20 + 10 + 12 + 16 + 7 + 10 + 6 = 230 + 88 = 318 700 = 46% means that you cannot implement = 54%. It shows the percentage that cannot carry out higher than you can, it is necessary to implement quality improvement in the form.

To answer the respondent's right and wrong to the questionnaire from number 26 to 40 can be percentages as follows: 5 + 22 + 21 + 24 + 4 + 3 + 3 + 3 + 0 + 0 + 0 + 0 + 6 + 0 + 0 = 91 of 420 = 22% means that the incorrect = 329 = 78%. These data indicate that the grains K13 related theme of "DIRIKU" need attention of teachers and officials concerned that it immediately sought a way out (the right solution) to immediately relate to the theme of learning better in the 1st half year of learning the next.

Because of the difficulties teachers to understand the contents of the book curriculum in 2013 related to the 1st semester the academic year 2015 in general are matters relating to any of the questions from the questionnaire both with regard to the level of cognitive ability, psychomotor and affective evidence only question number 27, there were answer correctly as many as 26 people = 93% and the fewest correct answer on the number 23 of only 13 people = 47%.

From the findings of the above data shows that the formulation of research problems missed it all because it is a learning system from the source,

preparation, and execution up to the evaluation. This means that if in preparation for some things are not understood by teachers, it can be presumed RPP, implementation, process and results would not be possible to achieve the expectations or objectives optimally.

CONCLUSIONAND RECOMMENDATION
Conclusion

Based on the preparatory process, the activity of this study it can be concluded that: (1) first-grade teacherstill have many difficulties in understanding KI 1 to KI 4, a concept, a way to analyze the material, making RPP (formulating objectives and measures of learning approaches scientific educative and related to the evaluation) (2) first-grade teacher is still much less creative in solving various problems of learning that is pragmatic instructive. (3) First-grade teacher should receive understanding and more in-depth training in understanding, implementing a learning tool with particular regard to the theme of DIRIKU.

Recommendation

For the elementary school principal can further improve sensitivity to the problems experienced by the teachers under their responsibility and increase its oversight functions to determine shortage of teachers under its responsibility as early as possible (no omission) that his service to be more in line with expectations of all parties.

For the administrator of education at elementary school institutions in Malang can take a much smarter, creative learning in the educational order, then in the same semester the teacher can make his students learn better (scientific educative) of last semester.

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THE INFLUENCES OF DORMITORY AS A NON FORMAL EDUCATIONAL INSTITUTION TO RELIGIOUS SOCIAL ATTITUDES FROM YOUNG GENERATION OF HINDU IN THE SAMBIRENTENG VILLAGE, BULELENG

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ABSTRACT

The phenomenon occurring lately in the Hinduism young generation makes a concern for many parents, community leaders, and teachers in the school. It is reasonable for an emerging behavior of the young generation that is contrary to the social and religious norms. Deviant behavior of young generation that occurs cannot be separated from the influence of science and technology global. Globalizing tourism access is a difficulty in anticipating the entry of foreign cultures and may affect the patterns of young generation behavior in this time. It is a shared responsibility to fortify themselves especially Hindu young generation through a religious formation pattern in dormitory as non formal foundation education. The aim of the study is determine the influences of Hindu dormitory to religious social of Hindu young generation in Sambirenteng village, Tejakula sub-district, Buleleng. The method used of this study was quantitative descriptive method by using the design of ex-post facto. The subject of this study was the young generations aged 10-15 years old that there were 57 people as sample. The data was collected by questionnaire and was analyzed by moment product correlation. Based on the result of the study, Hindu Dormitory has a positive and significant impact on religious social attitude. This is evidenced by the result of moment product correlation analysis that r is counted larger and table r had 1% significant level (r hit .695> r tab, 0.345). The conclusion of this study, Hindu Dormitory as Non Formal Education has a strong effect to religious social attitude of Hindu young generation in Sambirenteng Village, Tejakula Sub-Disctrict, Buleleng.

Keywords: dormitory, religious social attitude

In general, there are concerns about the attitude and behavior of young generations because of the phenomenon. They as a nation are determining the fate of Indonesia in the future. The attitude and behavior are often contrary with religious social norms in society. It is inevitable because there is an influence of technology science that is so grounded indefinitely and there is no powerful filter and a watchful eye. The exaggerated show of violence and drama romance in the television are often watched by children under age. The internet that is usually used to watch or play the game is trying to open a porn site. Watching a porn CD clandestinely is the one of abuse of illicit drugs. The phenomenon has bad impacts such as brutal, disrespect to parents or teachers, pornography, dishonest, indifferent, lazy, rarely even forget to pray. Issues and the phenomenon are no longer widespread in urban areas but it began to spread to suburban and rural areas that can influence the development of mental attitude, and religious social attitude of students in the school.

Character education, religious education, and other social education for learners in the school are the shared responsibility between teachers, parents, communities and governments in the intellectual life of this nation's children. Cooperation of the parties is possible synergies in development and education. This is accordance with the mandate Tahuri Law No.20 of 2003 on National Education System which mandates as follows.

> "National education has a function to develop the ability and character development and also civilization of the nation's dignity in the context of the intellectual life of the nation. It is aimed to at developing students' potentials in order to become a man of faith and fear to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible "(Eko Jaya, 2003: 7).

Making the young generations who believe and fear to God and has a good attitude is not easy. Especially with the young generations of Hindu in Bali are very susceptible to the influence of foreign cultures because the areas in Bali, especially in Buleleng, have many attractions to be one of the tourism destinations. The area that is a tourist destination must accept and contact with foreign cultural influences and sometimes it is contrary to the cultures and norms that exist its community. It is not impossible that the influences of foreign cultures will impact to the young generations of Hindu. It is a shared responsibility in a community-based education forum where the public has a right to conduct the community-based education in

formal and non formal according to the particularity of religion, social and culture environment for benefit of society (Ps.55) Sisdiknas.

Related to the background of the study and the thing that is written in Article 55 of the above then it is specialized in non formal education called "Pasraman" or dormitory. Dormitory is organized by Pakraman in Bali including Pakraman Sambirenteng in the district Tejakula. The target of dormitory is students or young generations of Hindu aged 10-15 years old and they are in 5th and 6th grade. Through the implementation of "Pasraman" or dormitory intensively occurs the internalization of religious social values in the young generations of Hindu. It is also possible to ward of the foreign cultural influences that are widespread. Learning through dormotiry that has religious social values will be able to fortify self-learners from the negative influences of foreign cultures and to distinguish foreign cultural values that can be strengthen and even be weaken the indigenous culture and Hinduism in Bali, especially in Pakraman Sambirenteng.

METHODS

The data was collected by using the design of ex post facto that means after the fact, indicated that this study was conducted after the differences of variables occur because of the development of the incident naturally (Donald, et .al, 1982: 382). According to Kerlinger, the ex post facto is termed non-experimental studies that examine systematic emperik where scientists cannot directly control the independent variable because its manifestation has appeared. Inferences of the relationships between variables were made without the direct intervention based on the variations that occur as the independent variables and the dependent variable (2002:604). In other words, there was no manipulation of research variables but only revealed the fact, based on measurement of symptoms that already exist naturally in the level of non formal educational institutions as dormitory.

Based on the problems, the method used of this study was a quantitative descriptive study. This method was implemented to establish the properties of a situation at the time of the study. In the descriptive study, there was no special treatment given or controlled as well as experimental research. It is aimed at describing the variables or conditions "what is" in a situation and not to test the hypothesis but was more focused on a quest to retrieve a formation policy (Donald.et.al, 1982: 415). Based on the explanation above, the model or

pattern used in this study was 'quantitative descriptive' because the data obtained in the form of numbers (scores or grades or frequency) through a questionnaire that was analyzed by using descriptive statistics. The quantitative descriptive in this study was typically related to enumerative induction process which was to has a conclusion based on the numbers and has an abstraction based on generalization (Elsa, 2004: 13).

The subject of this study was the young generations of Hindu in Sambirenteng Village, Tejakula Sub District aged 10-15 years old and they were in 5th and 6th grades. Totally they were 57 people as a sample. Based on these characteristics, this study was the population study. The population of this study was young generations of Hindu or elementary school students in 5th and 6th grades at the age of 10-15 years old in Sambirenteng Village, Tejakula Sub District, Buleleng.

In this study, there were two variables such as Hindu dormitory as an independent variable while the religious social attitude as a dependent variable. Conceptually Hindu dormitory can affect the religious social attitude.

In this study, the method of collecting data related to the types of data, data sources and the technique of collecting data. In this study, the data was classified to types of qualitative data that was made quantitative because it was the numbers that was processed and been scores of respondents such as Hindu Dormitory and Religious Social Attitude. Data sources in this study was the young generations of Hindu aged 10-15 years old who were in 5th and 6th grades of elementary school in Sambirenteng Village, Tejakula Sub District, Buleleng. The data of this study obtained belong to primary data because the data was directly obtained from the students through the questionnaires.

Questionnaire is written questions that are used to obtain information and respondents' personal or other things known. It is reviewed by the ways of answering the questionnaires. Based on the answer, there are two types of questionnaires, such as direct and indirect questionnaires. Based on the form of the questionnaire, there are some types of questionnaires such as multiple choice questionnaire, stuffing questionnaire, checklist and rating scale.

In this study, the data was collected by non test which used questionnaires or closed questionnaire type with Likert pattern composed 5 options SS, S, KS, TS and STS. In this case the questions were used to obtain information or respondent which only chose the answer that have been provided.

Measurement of Hindu dormitory variables and religious social attitude used the questionnaires that were created by researchers with reference to the dimensions of the developed and the theory

used. The form or structure of the scale and pattern measurements used the modification of Likert's scale pattern where every item statements provided five answer alternatives given range of scores and 1 to 5.

The instrument of collecting data by questionnaire was done by giving the data to the respondents to answer questions, and answer grating instruments. Grating instruments used were sourced from the indicator matrix or minimum service standards implementation Primary School which was used in the implementation of dormitory that has been modified.

This study was aimed at determining the attitudes of religious social which data was obtained by the questionnaires and data which was obtained in the form of numbers statistically processed and data processing basil itself was explained. Related to the matters, the technique of data analysis used in this study was descriptive statistics analysis and inferential analysis. Inferential analysis was used to descript some characteristics of sample data such as: the average score (mean), median, modus, maximum and minimum score, standard deviation, spam or frequency.

All data analysis in this study used computer with SPSS for windows version 10. Furthermore, the frequency distribution table that has been created, used t give each variable category. Before searching for prices is necessary, first frequency distribution table for each variable research by creating the class interval, and then be compiled category conversion table of each variable with the conversion formula were grouped into five category

RESULT AND DISCUSSION

Here is the score description score of two research variables such as Hindu dormitory score and Religious Social Attitude Score. Data of this study is obtained using statistics described in the average score (mean), median, standard deviation, variance, range, minimum and maximum score and classification of variables. Summary of central tendency measures and dispersion measures of each variable are presented in the table 3.1

Data of Hindu Dormitory obtained from the measurement results of the 57 respondents indicates that the highest achieved is 119. Based on the results of measurements can be made score frequency distribution of Hindu dormitory as the table 3.2 below

Variable Statistics	Hindu Dormitory (X)	Religious Social Attitude (Y)
Mean	109.3158	111.5439
Median	111.0000	112.0000
Standard Deviation	6.76 17	8.6087
Variance	45.7199	74.1096
Range	26.00	36.00
Minimum	93.00	89.00
Maximum	119.00	125.00

Table 3.1 Central Tendency Measures and Dispersion Measures of Each Variable

No	INTERVAL	NILAI TENGAH	FREKUENSI ABSOLUT	FREKUENSI RELATIF (%)
1	117 -120	118,5	8	14,0350
2	113 -116	114,5	15	26,3157
3	109-112	108,5	15	26,3157
4	105 - 108	104,5	4	7,0175
5	101 - 104	102,5	6	10,5263
6	97 - 100	98,5	7	12,2807
7	93 - 96	94,5	2	3,5087
JUMLAH			57	100

Table 3.2 Score Frequency Distribution of Hindu Dormitory (X)

To identify the classification trends of Hindu dormitory, it is done by calculating the Mean ideal (Mi) and Standard Deviation ideal (SDi), which is Mi = ½ x (maximal score ideal + minimum score ideal) = ½ x (125 + 25) = 75. SDI 1/6 x (maximum score ideal – minimum score ideal) = 1/6 x (125-25) = 16.66 rounded to 17. Based on the results of these calculations can be compiled table of category conversion of Hindu dormitory with the conversion formula and based on the five scale relative norms, they are grouped into five categories as follows:

- $(M + 1,5.SD) \leq A$ = Very High
- $(M + 0,5.SD)$ B $\leq (M + 1,5.SD)$ = High
- $(M - 0,5.SD)$ C $\leq (M + 0,5.SD)$ = Medium
- $(M-1,5.SD)$ D $\leq (M - 0,5.SD)$ = Low
- $E < (M - 1,5.SD)$ = Very Low

Based on the these calculation, it can be created the table of category conversion as below Table 3.3 Category of Hindu Dormitory

No	Criteria	Classification	Total	%
1	$100 \leq A$	A = Very High	57	100
2	$83 \leq B < 100$	B = High	0	0
3	$67 \leq C < 83$	C = Medium	0	0
4	$50 \leq D < 67$	D = Low	0	0
5	$E < 50$	E = Very Low	0	0
			57	100

To identify the classification trends of Hindu dormitory is by calculating Mean ideal (Mi), and Standard Deviation ideal (SDi) which is Mi = ½ x (maximal score ideal + minimum score ideal) = ½ x (125 + 89) = 107. SDI 1/6 x (maximum score ideal – minimum score ideal) = 1/6 x (125-89) = 18. Based on the results of these calculations can be compiled table of category conversion of Hindu dormitory with the conversion formula and based on the five scale relative norms, they are grouped into five categories as follows:

◆ (M + 1,5.SD) ≤ A = Very High
◆ (M + 0,5.SD) B ≤ (M + 1,5.SD) = High
◆ (M- 0,5.SD) C ≤ (M + 0,5.SD) = Medium
◆ (M-1,5.SD) D ≤ (M - 0,5.SD) = Low
◆ E < (M - 1,5.SD) = Very Low

Based on these calculations, it can be created the table of category conversion as below

Based on the average (mean) Hindu dormitory is 1.115.439 based on the category table that has been made known Hindu dormitory variables are generally categorized as "Very High" which it is as many as 57 people (100%).

Based on the data of this study of Hindu dormitory, it has the significant influence to religious social attitude. This can be proved by the result of data analysis by using correlation formula of Product Moment which is the correlation coefficient of 0,695 for more details it can be found in appendix 5. When r table and r count are compared which r cunt is higher and r table for the 1% significant level where (r_{hit} 0.695 > r_{tab} 0,345). This means that the relationship is almost close to 1 (+1) that has the meaning about Hindu dormitory has positive and significant relationship to the Religious Social Attitude.

Discussion

Based on test results that have been described earlier proved that Hindu dormitory has a significant influence to Religious Social Attitude. Discussion of Hindu dormitory as a place of non formal education for young generations of Hindu becomes a very significant issue to be studied as an attempt to establish Hindu young generations that have powerful intellect in the present and in the future. The appearance of young generations of Hindu who are able to recognize and assess the globalized local cultures is because of Hindu dormitory. Indigenous and culture of Hindu in Bali are very well known to many countries as a valuable culture. Along with the rise of foreign culture that has spread in Bali is a real challenge for the young generations of Hindu to do in an effort to keep the customs and cultures sourced

from Hinduism knowledge in Bali. Through this Hindu dormitory, Hindu young generations may know and strive to learn and internalize the essence of the teachings of Hinduism contained in the customs and cultures that have lived and evolved in Bali. Hindu dormitory in Bali particularly in Sambirenteng Village, Tejakula Sub Distcrit, give nuance to the growth and development of the religious social attitudes for Hindu young generations. This in line with what has been implemented by the customary village in Bali that the implementation results published in the news media recorded in the Bali Post of October 21, 2006. Activities of Hindu dormitory are implemented in Abianbase Village, Gianyar by targeting the young generations of Hindu especially the students of classes V and VI in elementary school. Tabloid figures dated July 30 - August 5, 2006 also provide exposition on Hindu dormitory which was held in Denpasar, the two media are emphasizing the importance of Hindu dormitory for young generations of Hindu in the preservation of Balinese culture and also develop the attitude of courage and confidence in solving problems. On the other hand, as contained in the tabloid figures and based on the results of the implementation Hindu dormitory that has been held since 2001 in Ubud Gianyar give the tangible results on the development of the behavior of the young generations of Hindu. Students are more diligent and orderly listen to lessons being taught by the teachers, which are previously often noisy. In particular, students who never attended non formal education in dormitory more active and serious to follow Hindu subject in the class. They always greet by using "Om Swastyastu". On the other hand the influence of Hindu dormitory conducted by Foundation of Dwijendra in Denpasar is able to success in supporting the academic activities in the school, especially in the extracurricular of Dharmagita that drastically increased demand up to 50 %.

Based on the above description can be stated that the implementation of the Hindu dormitory in Bali may significantly affect the behavior, attitudes, values of religious life, knowledge, insight into the customs, cultures and the values of social life for the young generations of Hindu directly or indirectly. It is supported by the results of this study conducted by Erawati (1985: 83) stated that the values of religious life of SMP Negeri 2 Klungkung is significant where the percentage of value of religious life ranging from 95.78% - 100%.

The study conducted by Ardani (1985: 67) through the study of literature stated that the attitudes of religious tolerance in the young generations of Hindu are influenced by family. Suarnaya's study (1988: 117) noted that Karma Patha has a significant role to the moral attitude of

the students of SMP Negeri 1 Singaraja with correlations (r) count > and r table (0,5 13 >0 ,286) sig 1%. Sukadi's results of the study (1994: 166) showed that the level of religiosity of students SMTA in Bali as whole including in the medium category.

CONCLUSIONS AND SUGGESTIONS
Conclusions

Based on the results of descriptive statistics analysis and inferential statistics analysis of this study, it can be concluded that Hindu dormitory as the non formal education gives the positive and significant influences to religious social attitudes for the young generations of Hindu in Sambirenteng Village, Tejakula, Buleleng.

Suggestions

Based on the result of this study, there are some suggestions as follows: (a) In order to avoid weakening of the religious social attitudes for the young generations of Hindu, the teachings of Hinduism as philosophy, ethics, and religious ritual should be always implemented and practiced. It also avoid them from the negative influences in relationships and in daily life. (b) In order to avoid weakening of the existence of Hindu dormitory and the religious social attitudes, then the teachers in dormitory should always take care of this dormitory as a non formal education in the village and also always be role models in teaching of ethics values, morals, and religious social attitudes in the young generations of Hindu generally and especially in the young generations of Hindu in Sambirenteng Village. (c) For the persistence of non formal education through this dormitory, the government of Buleleng and the provincial government of Bali should always stay and continue to build this program for years to come. Therefore the implementation of dormitory surely can work well to keep and maintain Bali. It also can avoid the young generations of Hindu from the influences of foreign cultures or the negative factors that can be weak and destruct the culture and social values in the young generations of Hindu in Bali generally and particularly in Buleleng. (d) For the other researchers who are interested to continue this study, especially on things that have not been reached in this study.

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SELF-CULTIVATION THROUGH YOGA EDUCATION: TOURIST LEARNING PHENOMENON IN BALI

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ABSTRACT

This study aimed to know the modern people on self-cultivation, especially in yoga education. On behavior of visible, tourists come to Bali to study yoga with high intensity. The phenomenon of yoga education, must be a motive of learning which encourages people (tourists) to learn. And the reality of yoga learning and teaching happens on non formal education model, theoretical implemented through filtration or ethical learning. This study used a phenomenology approach, as well as a learning experience via yoga observed explanatory and interview techniques. This study found that self-cultivation through yoga education oriented to self-knowledge, especially integrity of body, mind and spirits. Description of informants oriented the health of organs, relaxes, muscles and joints, balance, blood circulation, and even reduce the toxins. While in their mentality is understanding on silence, self-awareness and harmony. And also find a connections on spiritual path.

Key words: non-formal education model, self-cultivation, yoga education

Modernity today driven by knowledge and technology, as well as the flow of information is almost limitless, not only have a positive impact on people's lives. The fact through various media is not difficult get news of human behavior that is experiencing a moral crisis. Problems that occur frequently dragged the man into the atmosphere uncomfortable, difficulties, depression, loneliness and etc.

The positive impact of technological in modernization are as follows: (1) Changes in values and attitudes. Lack of modernization in this day and age can be seen from the way society thinks irrational becomes rational. (2) With development of science and technology, community becomes easier to push forward thinking, the development of science and technology that shape the future, anyway modernization continues growing and advancing at this present time. (3) Level A better life. The opening of the industry or industrialization based on technology that has been developed to make a value in producing of communication and transportation is sophisticated, and also one of the efforts to reduce unemployment and improve people's lives, it is also influenced by the level of science and technology that foster modernization, (Wikipedia 2016).

The negative impact of technological in modernization are as follows: (1) the development of modern technology and industry has been growing rapidly make the provision of public goods in abundance. With so people are easily attracted to consume with many choices, according to the needs. (2) The individualistic attitude. People feel facilitated by advanced technology makes them feel they no longer need to others people. Human beings were created not as social beings. (3) Social inequality. (4) Crime is often in large cities, due to the depletion of a sense family, the attitude of individualism, the high level of competition and consumer lifestyle.

Attempts to self-cultivation by individuals is find a way out of the problems. This information is find meaning of life, with a variety of learning styles. The cultivating of mind and body, and their integration and coordination. It is associated with attempts to go beyond the normal states of being, and enhancing and endless polishing of a person's capacities and potentials.

Among of the map to self-cultivation, yoga learning attracted many individuals. According to Saraswati (1979) "The path of yoga is not an exercise of skill, but a recognition and devotion. Yoga is an inner urge for self-development. At each step of yoga is a process of self-assessment, and naturally people will sometimes embarrassed by her, as most have exaggerated notion of her ability". So that the inner urge to learn yoga through make processing and sharpening themselves deeper and deeper. Self-cultivation strived for extracting knowledge in the worlds.

Asia is the center of most spiritual tourism today. There are more yoga teachers, ashrams, gurus, sadhus, yogis, and spiritual advisors here than any other part of the world. There is the full range from expensive spiritual resort complexes frequented by celebrities to basic dirt floor monasteries run by monks. India is the most involved country and tens of thousands of spiritual tourists make their way here every year in the hopes of some sort of enlightenment. (1) Rishikesh, India.

Rishikesh is where the Beatles went to meet with the Maharishi in the 60's and the lure is still there and attracting thousands who come to do yoga, meditate, and become part of the Ashram culture and Himalayan retreats. (2) Varanasi, India. The Ganges River in Varanasi is considered the holiest place in the Hindu world and many have their body burned along the river banks. Ashrams and yoga schools are common throughout the northern Indian city. (3) Koya-san, Japan. One of Japan's favorite spiritual retreats is at this Shingon school of Esoteric Buddhism which is one for the centers of Japanese Buddhism for the last millennium. (4) Osho Meditation Resort, India. The controversial guru Osho founded this interesting approach to spiritualism with a posh resort complex, "zen", matches, and the Multiversity. (5) Golden Bay, New Zealand. This south island hangout is home to Anhata, which provides Yogic living in the bush and ocean cliffs and holds frequent daily and weekly sessions and workshops with world renowned spiritual leaders.

Bali, Indonesia (6). The Hindu island of Bali in the Muslim nation of Indonesia has long attracted new age spiritual seekers to temples and spiritual retreats across the island. (7) Uluru, Australia. Also called Ayer's Rock, this sacred Aboriginal site is one of the most important Australian historical landmarks. Steeped in mythology, creation stories, and dreamtime, this is one of the most spiritual places in the Pacific. (8) Lhasa, Tibet. The headquarters of Tibetan Buddhism and the traditional capital of Tibet, although slowly losing its traditions as China refuses to loosen its grasp of the ancient city. (9) Dharmsala, India. Not only is Dharmsala home to the Dalai Lama and the Tibetan Government in exile, but it is an important Buddhist teaching center, as well as a new age hotspot. Here you can take a course on Reiki, yoga, transcendental meditation, chakras healing, and nearly every other type of new age practice. (10) Bodh Gaya, India. It was here under a Bodhi Tree that Siddhartha Gautama Buddha first achieved enlightenment at the age of 35. A temple complex and centuries of tributes dominate the site now and many spiritual seekers come to learn explore the site, (Iexplore, 2016).

Tourists coming to Bali strive to learn yoga. In detail the methods and stages of yoga learning held in India, known as the eight principles called *Ashtanga Yoga*. Eight stages, such as: "*Yama* (control), *Nyama* (of the rules), Asana (postures), *Pranayama* (breathing exercises), *Prathyahara* (pull all *indriya* into), *Dharana* (have decided to concentrate with

God), *Dhyana* (begin meditation and reflect on ourselves as well as the name of God), and Samadhi (been closer, fused or perfect solitude or self-realizations), (Suamba, 2003). These are authentic knowledge described in the *Yoga Sutras of Patanjali*. Reflecting the different stages of learning to live in human beings.

Further explained, yoga learning is a non-formal learning process. Learning in non-formal Sudjana (1991) defines "Non-formal education is any activity organized and systematic outside the school system is well established, conducted independently or an important part of broader activities, which deliberately done to serve learners particular in achieving learning goals ".

Mundzir (2010) adds, popular education is an educational activity addressed to all people in order to utilize their leisure time well and provides specific activities that are useful and aimed at the fulfillment of the desire of people to seek change and variety of life. So that individuals who learn yoga looking for meaningful in life.

Seeing the enthusiasm and yoga phenomenon is believed to be an attempt cultivation of human life. By yoga learning, cultivation power these may be a body treatment, or the cultivation of the mind and consciousness. Moreover, if you can make sense of the nature, and relationship with the universe. Its actual construction process and yoga learning is done with non-formal education, outside the formal educational environment. Constantly build humanizing towards civilization and world peace.

Theoretical Framework

Max Scheler also provides a view of all the action in yoga learning, which is done by every traveler always on the reduction process or in other words, an ethics screening. The screening analysis model developed, cause actions undertaken by yoga learners. Then proceed with the filtering action in yoga learning. This filtering with forms of values, norms in society. The development of values and ethics must be strictly anticipated by each traveler so in actions reality of yoga learning becomes clear. Filtering ethics and values by tourists and given in his home country has ethics and values are different, or even have the same. Migration must still give their views on the value of local tourism destinations.

The following Max Scheler phenomeno-logical analysis model:

Phenomenological Max Scheler (Source: Fatchan, 2013)
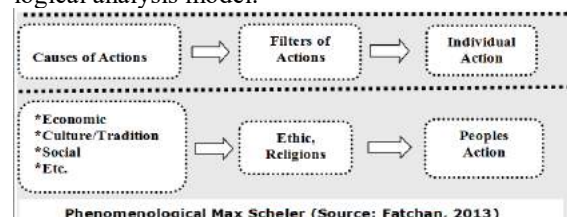
Non-formal education, also popular as social education. The Law of the Republic of Indonesia No 20 Year 2003 on National Education System, following the concept of Philip H Comb namely: "Any organized educational activity outside the established formal system - Wether operating separately or as an important feature of some broader activity - that it intended to serve identiviable clientlels and learning objectives (Coombs, 1973). Furthermore, Coombs and Ahmed define Non-formal education "is any organized, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children (Rogers, 2007).

Yoga Learning

According to Jacobsen (2016) "Yoga has five principal meanings: (1) Yoga as a method of discipline to achieve goals; (2) Yoga as a technique to control the body and mind; (3) Yoga as the name of one of the schools or systems of philosophy (*Darsana*); (4) yoga in connection with other words, such as hatha *yoga, mantra yoga* and *laya yoga*, and others are referring to traditions specializing in particular techniques of yoga; (5) Yoga as a destination for the practice of yoga ".

In this study may be explained yoga is a process and techniques to control and regulate the body, mind and heart, objectively through spiritual discipline, as well as the process of unification between consciousness units (self) and cosmic consciousness (God). Yoga covers all inclusive and universal application that led to the search for meaning, integrity, and stability of the whole body, mind, and soul.

METHODS

Qualitative research requires a multi-technique and multi-source data in the data collection in the field. Researchers are expected to collect data that is comprehensive (holistic). Thus, in qualitative research are so many sources of data to be acquired, so that researchers should be able to sort them according to the needs of research focus. Research needs not only in substance but also to be seen in context. Many pieces of data and information in the field, may be mismanaged, the investigator must conduct an audit trail. This means that researchers are ready to trace back to the field when the findings of bias. So researchers are ready to reveal the truth of the field.

In contrast to quantitative research which presents data in the form of numbers, qualitative research should submit information through the form of images and words. Picture submitted is required in terms of objects quality, not quantity. Picture may be; perception, impression, reason, ratings, views, ideals, ideas, feelings, chronological events. The majority of the image data as there is in the minds of participants. Researchers should be able to observe the data that exist in the minds of the participants. Information submitted participants can be either words, either verbally, or in writing, and must be observed and the researchers collected through interviews, observation, document images, even with sound recordings.

The next step is to make observations on the subject of research. This step is a step in which researchers observed conversations research subjects thoroughly. As a real participatory observation, researchers have to do with all his ability to get along and are considered "insiders" by the study subjects. But the key also must be remembered that the researchers did not come late in the talks, only as an observer, observe and record everything in the information.

In the daily interaction with the subject, researchers are not just simply follow their daily lifestyle, but must observe the talks between subjects. In this study, for example, the tourists are in talks with the instructor, the researchers noted carefully and seriously the conversation. Likewise in the current talks between fellow yoga students, researchers will record and documentation.

In technical, recording and observations were made with alternating or simultaneously, with the participation observation. The results of this observation activities such as notes or recordings, leading to a discussion of research subjects. Surely it would require considerable time mark clearly understanding. Besides the first thing as "insiders" who have believed, then the conversation activities, or other activities can be understood carefully recorded. Observer can come on a regular basis in accordance with the situation, the schedule, the condition of the subject of research. Individual types, field conditions should be studied in advance by researchers. Thus, researchers can prepare in the field with the schedule, the right clothes, and congenital ethically as well.

DISCUSSION
Body-Cultivation Learning

The subjects explained in yoga learning emphasis is the health aspect. The following expression.

I think the most they do for the healthiness, they not buying a thing, and the yoga teacher always saying, the all-purpose, or just for the physical yoga, or it prepared for the meditations.

Everything related to yoga learning, the ultimate in human subjects how to be healthy. We cannot move when we are sick. The most important thing here (yoga activity) body can be healthy. When teachers teach *yoga asana*, it is important for the organ, such as *Hatha Yoga*, subjects can learn every organ system can work well! If you have a good teacher will tell everything about the organ. Because yoga teacher will tell how good breathing, opening up, they say and teach about *Chakra*. Energy points can be outstanding, when doing the movements will concentrate with this *Chakra*. The whole energy of this *Chakra* work in the body. Subjects felt the same way when doing yoga in Bali.

For me is *Asana*.......the movement when the teacher tell you this is important for your organ, like Hatha Yoga......you learn, all your organ working you know! If you have a good teacher will tell you about the organ. Because tell you the breathing, opening in the self, they said about *Chakra*. The point of energy, circulate, when you do movement you do concentrate with this *Chakra*! This *Chakra* energy working in the body! I feel the same thing you do yoga thing here in Bali.

What's interesting is when people begin to learn yoga and keep doing the activity, people can be healthy. Moreover, the entire organ will work perfectly. And the rise energy into the body, that we become healthy.

Subjects declare themselves as the case in Canada, the habit every day to go for a bike ride, do the easiest way, also went to the gym. And like many people doing. The gym is a different thing to make a move, could be attracted to the food, and running motion with the machine. In the gym can leave weight. Subjects habits and found that was boring. Subject didn't' like such energy in the gym, to see people who really pumping himself into muscular. She felt and said the place as it, is not her place. And then she came a friend, until the subjects joined in and learn yoga in all classes.

I went to continue in Canada, I went continue with my bike cycle, doing the easiest way, so went to the gyms. The gym are different thing to do, you can be an attract meal, and run, with the machine, you can leave the weight, I did that and I found that was so boring. And I didn't like the energy, to saw people the really pump up who's lots of muscles, and I said like that wrong placed to me. And then a friend of mine, up me if want to join all her to the classes.

Inside the gym subjects describe those just learning to magnify muscle. Or make the body (buttocks - the hip) to be sexy. Or to the gym to make him learn his massive chest and arm muscles strong. But subject is not like all of it, and very boring. In the study of yoga he thinks there is something or the other thing, which is more than just magnify muscle!

Subject said when doing an activity, it must be really aware. Because the subjects saw many people come to learn yoga only for their bodies, this is not good. Are for sexy, and lifestyle and glamor. The emphasis in yoga learning, if not breathe properly, it is not good for them! Another thing at least they move the body, but this is only the beginning. Need to be aware of what to do in yoga.

Subject of the study describes the organ will be hurt if the lack of the reception. Neither the self-acceptance nor the environment. Other lack of forgiveness toward others. And because they are not able to process emotional traits. While in yoga learning, it is individuals processed can find benefit in the daily activities, of the organs.

All organ can sick because they can't process with the emotion, they can't forgive, they cannot accept. They can't flow, like role to the punches, they start come out in the body!

Body-cultivation learning and its main organ, because the emotional connection. Individuals who cannot nourishing emotions and reception properly, will lead to organ functions do not work perfectly. Dysfunctional will effect organ systems.

Basically, if people learn yoga, a man will learn include anatomical structure, bone, muscle, and ultimately more flexible. By changing the posture, move your body, so this is the first felt in yoga learning. And then, when someone has a problem, for example, so many problems, all they can do is practice *yoga asana*. This energy can actually work for the whole organ. Because subjects knew like Chinese Medicine! In organ connected to the meridians and muscles. It is anatomy system.

Subjects explain the importance of yoga can unleash the energy in all organs. The flow of energy cleaning the muscle tissue, glands, and the entire system of anatomy. Flows are also once washed away the filth unconscious memory.

Yoga learning bring subject vision, to be a good person. Being more relaxed, Ibu Made knew that the subject was not so relaxes or too often tense. Subjects wanted to leave weakness, more relaxed and more balanced, quieter and a better person. Subjects really speak honestly, hopefully also in terms of physical yoga practice, can answer questions and problems of life.

My goal to be brought my vision, to be kindness person, to be more relax, you know Ibu Made knows me not so relaxes, to leave my weakness. More relax, and more balance, calmer and a better person. I am genuinely speaking, my

expectation in in term of physical yoga practice, when I can answer my question with the mat.

Yoga can create a more balanced, so if it does not teach / learn every day, or if you do not practice every day it feels more unbalance. Subjects felt too heavy in the head. When the subject came here and can do yoga, subject was able to focus and balance.

Subjects explains that yoga can help blood circulation can also reduce cramps in the body. Here's the explanation.

When they cells the cramps coming in, and then they do like this right and I am the leaders, in the fronts. And I felt how I do this and without any body knowing, I got cramps right, here I discover, I should do this, moving to the front and moving the back, see the blood there, move there (in the neck), and repeat. And can open the (*lubang pori-pori pada kulit*) like stomata in the leaf. Your heel down, you put down. But the knee balance, see like that, so when I move to the front, I got see people behind me, so they follow, so they got cramps too. And then they follow, and then she is doing that, I will follow, so just start to do that, just a feel. Relax in your body, not just struggle in your meditation, so the yoga can support the meditations.

In reducing cramps in the body, for example on the subject of cell make some movement to reduce cramping. In yoga, the motion forward and backward, the reduction of circulating blood. On the neck also will absence of tension. And can open the pores of the skin or as stomata on the leaves. The whole experience circulation of blood flow. Occurs also balance the knee. With such circumstances other students also follow so as not to cramp / relieve cramps. Everyone can be calm. Yoga learning is certainly very necessary in support of yoga meditation.

Yoga can reduce and detox for yourself! Especially eliminate toxins in the body! So the subject can receive the new energies of yoga meditation. Subjects imagine if you eat too much and a full stomach, a person cannot meditate. And then all the food to be toxic in the body. Even creating more venom. So, people need something for their treatment! Such as fasting! Begin can choose the full moon or dark moon or a good day. To access higher energy. And then you can have detox organ for yourself! Yes. You eliminate the toxin in your body! So you can receive the energy of the meditation. Imagine you eat, and full stomach, you cannot meditate, and then all the food change to be toxin in the body, right? Create more toxins. So, you needs something for your

body! Fasting! You can choose on full moon or new moon. It is for stay with the high energy!

Reducing toxins in the body. Will be ready to yoga meditation and prepared to receive a new energy in the body.

Mind and Consciousness Cultivation

Yoga learning is beneficial in the process of thinking and consciousness. Reflected in interviews with informants, can achieve self-stillness, enlightened consciousness. And especially harmonization with other individuals, with family harmony, and harmony with the world community. Furthermore, the subject describes tranquility while studying *yoga gerak*, *mudra* and meditation. The following expression.

I can see it how, for sure *Patricia tiga tahun yang lalu dengan Patricia yang sekarang itu lain!* The different is the yoga I have learn, not only but off course that also affect my practicing thing for healing for sure, affect my abdomen for sure! Because I more calm, I more understanding, I more compassion for the people.

Yoga is influence state of stomach. But the most important yoga can affect stillness themselves, subjects become familiar and dear to surrounding environments. This is what is expected of all people in this world, full of civilization and peace.

Being more aware, knowing that fear and emotion is an illusion, then we can become more conscious and more aware of the existence. Subjects described the confidence that can be more aware and understand the limitations of thinking.

What happen to me is become more aware and more in my mind. And all I see the limiting believe, my mind has about myself and other and life. Thing all I decide when I was very little, conditioning of my path, as I meet habitual response from the reaction of the life, I believe that less and less!

Subjects felt harmonious in running a life with community. To experience life with a lot of people, chances of harmony grew openly. Subjects life with full of awareness, responsible, and relationships with people. Sometimes those relationships only by the mind, just make people survive, blasphemous, and make others dumbfounded. But the opposite happened to the subjects, feel very grateful in the yoga community. Built a quality of life.

Yes, I live at 10 until 15 people in the community together at one, and off course living with so many people, it is always going to presents, lots of opportunity to grow! So the more soft aware I am, if the reactive that more responsible I am, my believe and stories in my. That I can be more harmonies I am relationships with a lots of people. Because so often our relationship over coming from the mind, it is taking, defending, blaming, and

making the other person stall. So I am really bless that I live in the community all yogi very much.

Life is a choice. The choice of a suitable place inhabited by each person. Community reflects the attitude of the people to be more study, especially self-harmony, harmony with others, as well as harmonization with the wider community.

By studying yoga subjects become more relaxed. The body can be more relaxed. In yoga learning, individual must understand about the body, before it is ready for use later activity. Mind becomes more relaxed. In yoga training, her health improved and also strong. All yoga training, have an effect on all of them, subject can be more relaxed and happy.

When I am practising yoga when I am healthier, and stronger. It impact everything I do. I have energy for the kids, less scream in, the energy to more thing, I more relax, you know I can do much happier, if I have healthy body.

Other subjects explain and realize that can relax and have an affection now. Formerly only judge others. The following statement of her feelings.

Because I more calm, I more understanding, I more compassion (*perasaan sayang*) for the people. I am not for judge like before. Before I have idea of everything, I don't know you know! Because we are different everything. I don't know why I judge somebody, who I am to do it! Why?

Human born in the world aims for mutual love, mutual understanding between each other. Circumstances which must be nurtured mankind is not mutual suspicion, and of course a sense of appreciation of mutual respect.

Subjects felt very strong energy, with the knowledge and other things. There is a lot of energy and strength. Subjects also explained there is another dimension of life. We have five flavors, but can access the network with awareness. After studying yoga meditation, subjects expressed a lot of questions arise "here we are in the world but in another world". We are here on earth, but there is still the world other than Earth. In this universe of all sentient beings can have a relationship of correspondence and more than limits of the earth, more than five sense. Connectivity with the spirit in the universe, making intuition or premonition come from.

I feel very strong energy inside myself. With the knowledge and other thing. With the checking, wow....lot of energy and power in myself. In myself I thought there other dimension of life. We have five sense, but we can access a link with other consciousness. Also lot of question from me, "here we in the world but there are in other world". We are in this earth, I was thinking other world than our earth, in the universe we can correspondences we can have relation much more than the earth, much more than five sense.

The relationship between the self and the universe. Relationships with the spirit that exists the human self-worth kept in balance. Space and time other than the limit of the earth seems to have connectivity with all creatures in this world. Explore yoga and meditation, makes a person very connected with the entire contents of the universe.

We must understand the human relationship with the earth, the universe gives food. And also as a base. We learn to realize that every element in the universe is also beneficial for the body. All the elements in the universe are the important things in life. The understanding we must not stop here, the sense may be more widespread. Humans should strongly believe in the instrument *prana*, which causes the connectivity of all sentient beings with the universe.

Atmosphere in Non-formal Education

Learning environment is essential. As the learning environment in Bali, subject really loved. Because his teacher, teaching with good ethics. If we only manage tourism will be different from yoga and spiritual learning. Therefore, it is overlooked in the atmosphere of non-formal education. And knowledge can be absorbed to all individuals.

The material are very nice. Everything very nice, but something between the people, then feel the same. The atmosphere are very important in there. Because Pa Gusti see the people, teach the people, that be etiquette then, you know. It is my feeling, we cannot....

When we make tourism or traveling, everything is organize like that, the material is okay, but spiritual it is something else, it is important the atmosphere in this side.

The ambiance is described in aspects of non-formal education. The atmosphere is pleasant. The learning environment is not in the classroom, but in the sanctuaries, on the beach, in the mountains. This gives flexibility to the understanding of the individual, not just as tourists who vacation and relax without any load. This meaning is very significant for the subjects to study yoga and spiritual.

Subjects greatly appreciate learning materials implemented in the holy sites. The teaching materials are very in tune with education outside of school. Here the appreciation.

The material of learning, we learn it outside, I mean not in the classes like a formal thing, going to the temple, *Tap Sai Temple,* we go to the cave, we

go to *Tirtha Empul,* and okay we do it in the beach! I guess it well material program. I remember also It was last September 2015, Philippe went in Bali, we went to see Made Lesoh, we ask and we more focus on *kundalini* I guest. And we ask maybe will be nice, and we propose if example *kundalini.* I ask to Male Lesoh how the *kundalini* connection *pinggala, ida, sumsuna,* and we ask or maybe "is it to be more focus in *kundalini* example *pinggala, ida,* find the connection, or found the temple or whatever?" And Pa Gusti said, yes we have temple for each!

Wow! It is very good idea, we learn first and in the end we go to the temple and what we learn about. That's very good, and the meaning is understanding for us. So, we did it that interesting the truth, Windu Sara offer and we also can create by our questioning, with our feeling, what we want. What we expect, because we don't know! So yes, why not? And the trip after that *Penulisan or Panarajon Temple, Jati Temple?* Because more understanding, for me I am clear with that!

The learning materials is learn outside, not in the class as a formal thing. Go to the temple, *Tap Sai temple*, to the cave, to the *Tirtha Empul* holy water, and also conducted training on the beach! This program is a good learning materials. Subjects wanted to find a connection, or find a shrine or a temple associated with the subject is inside. And teacher counting that it exists and can learn in a direct connectivity.

Outdoor learning process is an excellent idea. Subjects studied theoretically and practically initially, and eventually went to the shrine / temple for the alignment of yoga learning. It was an excellent means to subject understands the reality of the experience in a yoga meditation. So yoga lessons inspired by the truth dives into and connectivity with the universe. For the subject of a clarity yoga lessons and meditation. Due to a better understanding of the relationships and connectivity of the universe

CONCLUSIONS

Self-Cultivation through yoga learning find some benefit in treating the body, including: (1) the health aspect, because all the organs will work, and the energy in the body to rise, so that we become healthy; (2) processing of self through yoga not only increase muscle or just for the sexy, and lifestyle. But the important thing is about breathing; (3) the flow of energy cleaning the muscle tissue, glands, and the entire anatomy system / organ systems. Also washed away the filth unconscious memory; (4)

that yoga can make it more balanced; (5) yoga training, making the reduction of blood circulating blood. In the absence of neck tension, so that the entire blood flow is its circulation; (6) reduce the toxins in the body. Will be ready on yoga meditation and prepared to receive a new energy.

Besides the physical benefits, yoga study will involve the processing of mind and consciousness, among others: (1) yoga can affect self-stillness, are better informed, as well as the affection of the surroundings; (2) finding out that fear and emotion is an illusion, then become more conscious and more aware of the existence; (3) the impact on the self-cultivation is self-harmony, harmony with others, harmonization with community; (4) can be relaxed of feeling.

Found an impact on connectivity and spiritual path. Yoga bring to understand the human relationship with the earth, the universe always giving food and drinks. In yoga learning, we learn to realize that every element in the universe is also beneficial for the body. All the elements in the universe are the important things in life.

A fun learning environment, not on the classroom, but in the sanctuaries (temple), on the beach, in the mountains, in the community, and others. This gives flexibility to the understanding of the individual, not just as tourist's vacation. This is a very significant meaning for the individual to learn yoga and spiritual. So yoga lessons inspired by the truth dives into connectivity with the universe.

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MODEL DEVELOPMENT AND TRAINING MATERIALS IN EFFORTS TO IMPROVE PRIMARY SCHOOL TEACHER COMPETENCE IN MANAGING LEARNING IN SCHOOL INCLUSION

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ABSTRACT

Children with special needs (ABK) was originally known as disabled children, children with disabilities or exceptional child, which is defined as a child who deviates from the normal criteria significantly, both from the aspect of physical, psychological, emotional and social development as developer the potential necessary to service special education. During this time, education for ABK provides in three educational institutions, namely the School disabilities (SLB), Primary School Outstanding (SDLB), and the Integrated Education. The latest development, the government has the inclusive education program that is ABK educated the normal children are study in same Regular Schools. The problem that arises is, teachers in regular elementary school are not trained intensive to deal with students. Therefore, the school operations Inclusion will get a problem for teachers and schools and the designated school education office or school Inclusion initiative to be fraught with difficulties. This research is a development designed in 2 years. For the first year, the goal is to develop a model and training materials that obviously required of teachers in inclusive schools in managing learning ABK. That goal is achieved with step 1) review the results of previous studies with data verification, 2) exploration models and training materials that have conducted by the Department of Education and related with agencies, and 3) eksploration of perceptions and expectations of teachers in the Inclusion School on the benefits of training materials obtained. While the second year aimed at improving the competence of teachers in inclusive schools who manage the learning for the training crew to implement the results of the first year of research with examining the enforceability of models and training materials mastery of the competency of teachers about learning ABK and response training participants. Based on the results of the study indicate that not all teachers who teach in inclusive schools understand and master the competencies needed to manage learning in inclusion school and how to handle the children in social needs and assessment such as what is needed to deal with these children. Due to the fact, schools that provide education inclusion hope the existence of a special guide that can give direction and footing for delivering education curriculum inclusion and the formulation, modification of materials,and the implementations.

Keywords: inclusive education, model,training materials, learning ABK.

One of formulation in Learning Outcomes or Grade Teacher Learning Outcomes by Graduates S1 PGSD was set by the Workforce Directorate, Directorate General of Higher Education, Ministry of National Education, 2006. Enhanced with DIKNAS Ministerial Decree No. 16 of 2007, and based on the level and substance of competence and have as a base KKNI and SNPT, one of which is the ability to understand individual differences of learners, both in terms of cognitive, emotional and the development of learners. Introducing leaners ability was explained in : Understanding the early condition of learners who are unique individual, include their differencies, which is the introduction of abnormal development in children aged SD / MI, which is according by Education world is called w Children Special Needs (ABK) and efforts to optimize the learning. Furthermore, the role of MENDIKNAS (Ministry of National Education) number 70 in 2009 on Inclusive Education, in article 2 states the inclusive education aims to provide greater opportunities to all students who have physical, emotional, mental, and social, or has intelligence and special talents to acquire quality education in accordance needs and their abilities.

The ABK children was originally known as disabled children, children with disabilities or exceptional child, which is defined as a child who deviate from the normal criteria significantly, both from the aspect of physical, psychological, emotional and social development. Therefore, to develop their potential is necessary the special service in education. During this time, there are three educational institutions education for ABK learners. Such as the School Disabilities (SLB), Primary School Outstanding (SDLB), and the Integrated Education. The latest development, the government started inclusive education program. Through inclusive education, disabled children are educated together with normal children to optimize their potential. It is based on the fact that in society there is a normal children and the ABK children that cannot be separated as a community. Because ABK children needs given the same opportunities and chances as normal children to be educated in a

school (SD) nearby. Of course, the nearest primary school needs to be prepared in everything. Inclusive education was expected to solve one of the problems in the handling of education for disabled children during this time. The problem that arises is, teachers in regular schools are not trained specifically to handle the special needs students. Therefore, the Department of Education instructs to all elementary students to receive the ABK be a separate issue for the teachers and schools which are held the inclusion education. Because teachers in regular schools are not trained specifically to handle the special students in needs.

PERMENDIKNAS number 70 in 2009 on Inclusive Education, in article 10 asserts obviously that is the responsibility of the authorities to provide an opportunity for the teachers receive the training, that they can face a difficult situation in managing the learning ABK in school inclusion, was explained at some verses that (1) district or Municipal Government shall provide at least 1 (one) special mentor teachers in the educational unit designated to organize inclusive education. (2) Units of education that provider the inclusive education that is not designated by the district or city government shall provide at least 1 (one) special guidance counselor. (3) District or Municipal Government is obliged to increase competence in the field of special education for teachers and education personnel in the educational unit of inclusive education providers. (4) The Government and the provincial government to help and provide supervising crew in special education unit of inclusive education providers that require the appropriate authority. (5) The Government and the provincial government help to improve the competence in special education field for teachers and education personnel in the educational unit of inclusive education providers. In fact, the obligation has not conducted energetically by the local government in the Department Educator in City and District. Then was included the provision of Special Advisor Teacher (GPK) or conduct training for regular teachers who have students ABK in their class.

The problems of special inclusive schools have known by two previous researches which has done, is "Mapping of competence required of primary school teachers in managing learning in inclusive schools" and "Problems of implementation of inclusive education in primary school Malang". The first conclusion of the study is explanation about what competencies are needed by teachers in

inclusive schools, and the second research is concludes that in general teachers in inclusive schools do not have sufficient competence in managing learning for children in special needs

Therefore, it should be studied deeply about model and training materials and how appropriate with the needs of the field to improve the competence of elementary school teachers in inclusive school learning management. This is according by the Strategic Plan 2016-2020 Research UMM year, which is one of the strategic issues in education is to increase the competence and professionalism of teachers.UMM offers the advantages, is "Graduate are able to manage learning in the Inclusive School, which the function to improve the competence of teachers Inclusive Program in improving service learning for children in special needs by creating learning comfortable, fun and educational." It will be very beneficial for the PGSD department.

METHODS

Determining the location determined by purposive or was choosed deliberately, because of the characteristics of the selected region according to the research objectives: (1) Malang and Batu as the education city, tourism city and town industry, which has implemented education programs consistently. (2)Madiun and Bojonegoro district as a district which is starting a program of inclusive education.

School election also was purposively; in every district of the city will have three elementary legally and practically implementing inclusive educations. Respondents also determined purposively, respondents in this study consisted of two groups: 1) in a review of research results which are related with teacher competence map in the classroom of Inclusive School will be discussions with the Development Team in Inclusive School, East Java Provincial Government, 2) in the first step to develop instruments, the informants was involved in FGD is a sample of Headmaster in Elementary School and the Department of Education, 3) all teachers in the sample schools.

The method of data collection in this study using 4 methods are used simultaneously and are complementary, because basically each method is more suitable for collecting data on certain variables and the complementary use of other data collection methods . Four methods of data collection are:

First, discussions with the Development Team of Educational Inclusion in the Provincial Government of East Java, which are the results will generate knowledge and skills required of teachers, and the actual competence that was required by teachers for managing learning in Inclusive School, and also will be used as the basis for the

instruments development which is the researchs are questionnaire, and interview guide.

Second, focus group discussion (FGD), is the discussion forums using in a group whose the members was restricted by certain criteria with limited discussion or focused on a specific topic without the agreement or conclusion that a joint decision. FGD with Headmaster of primary school and education office in each city results the title as the outpouring of opinions from opinion, to ensure the discussion results with the development Inclusion School team. And obtain the data model and teacher training materials that have done in every city and county.

Third, interviews are using in-depth interviews which suitable with the problems revealed. Then the data collection will be context-focused, with the researcher as the primary instrument was helped by interviews guide, it will be conducted by headmaster and teacher representative about teacher competence in managing Inclusive learning and include all the obstacles.

Fourth, the questionnaire used to know the opinion of all teachers in the sample schools are: 1) exploration models and training materials that have conducted by the Department of Education and related agencies, 2) exploration perceptions and expectations of teachers in the School Inclusion on the benefits of training materials have been obtained.

Instruments in research will be used in this following: 1) Sheets interview contains the grating questions about the teachers competence in managing learning in inclusive school for example, how the teachers understand the concept of inclusive education and the characteristics of disabled children, understanding the concept of assessment for disabled children, the ability to draw up the informal assessment instrument for children in special needs, how to prepare lesson plans and the modified syllabus for ABK. 2) Sheets questionnaire contains the questions to give information about the model and the opinion of the teacher training materials that have carried out by the department of education and the teachers expectations in inclusive schools about the benefits of training materials which has obtained.

Because the related data to explanation of behavior, statements, and perception. Therefore the generally data in the form of qualitative data, while some data is numeric or quantitative will be used to complement and help to describe the qualitative data. The analysis used in the quantitatively form to data that can be numeric, either in the form of a percentage,

frequency tabulation or cross tabulation. And the qualitative data that cannot be presented classify. It will be presented and analyzed qualitatively in accordance with problem components and research purposes.

Qualitative analysis was selected is componental analysis and pattern inclination to do during in research time, can be broadly described as follows: 1) Analysis of data during data collecting: These are the data analysis throughout the implementation of the research include: data FGD results will be directly summarized in the reduction. With inductive and deductive analysis qualitatively, all the results of a literature review and researches or findings will be determined the indicator of behavior (perceptions, knowledge, attitudes and behavior of teachers) that is packaged in a competencies map required of teachers in implementing inclusive education. Using the summary sheet and the coding sheet will be known the information that is less obvious, less contextual or data that needs to be deepened, focused and or repeated. 2) Analysis of data after data collection: after the data have collected and have been already analyzing during the study. Neither about the results of questionnaires which has analyzed quantitatively and interpreted according to the research purpose, learning observation research. Then interviews were analyzed qualitatively. It will be the final analysis. That is the analysis summary of all the data that has met the objectives to be achieved, then analyzed in a contextually processed in a way that will produce an overview of the discussion and meaning as expected in the research objectives (componental). Very significant in developing "models and training materials that can enhance Primary School Teacher Competence in managing the Learning in the School Inclusion"

FINDINGS AND DISCUSSION

Discussions with the Development Team Inclusion School in East Java Provincial Government. Outcomes of the discussions with the Development Team Inclusion School in East Java Provincial Government in the form of the knowledge and skills required of teachers and competency what is actually required of teachers in managing learning in school inclusion. Based on the results of discussions on May 7, 2016 note that the competencies required to manage learning in inclusive schools include (1) the ability assessment beginning, namely the ability to perform an initial diagnosis, (2) teaching methods innovative and creative as needed, (3) general competence and insight about ABK, (4) understanding of education specifically, (5) the ability to develop PPI, (6) the ability of therapy to the particular case, (7) the introduction of props, (8) assessment learning outcomes ABK, (9) an understanding of child

psychology, developmental psychology, and abnormal psychology, (10) ortopaedagogik, (11) not only academic skills, but more tended on the development of non-academic abilities, (12) the need to experience the uniqueness of the crew exploration.

Keep in mind that not all teachers at the school who has implement inclusion by the master 12 competencies that must be owned on a teacher in elementary school inclusion. In fact, there are several schools in the Madiun district educators still lack specialized in handling students' behalf. Therefore research activities PUPT is able to respond and help handle the increased competence of educators, in particular by providing models and training materials appropriate to increase the competence of elementary school teachers in managing learning in school inclusion.

Identify the elementary schools in Malang and Madison County that have been implementing inclusive education. Outputs of the identification elementary schools in Malang and Madison County that have been implementing inclusive education in the form of a list of elementary schools in Malang and Madison County that have been implementing inclusive education. Based on the interview with the Department of Education Malang on May 14, 2016 it is known that three elementary schools have implemented in Inclusive School is SDN Sumbersari 1, SD Muhammadiyah 9, and SDN Experiment 1. While the results of interviews with the District Education Office Madiun on May 21, 2016 unknown that SD has been implementing inclusive education is SDN Mejayan 1, SDN Mejayan 2 and SD Muhammadiyah Krajan.

Based on identification conducted in SD Inclusion in Malang, it can be concluded that despite the many handle children with special needs (ABK) while maintaining quality. The learning process is managed well, will get maximum results. Normal children learn by ABK is not an obstacle in improving the achievement of their students.

Implementation of the FGD in each target school in Malang. Implementation of the FGD in Malang do in office followed by 4 SD PGSD namely Sumbersari SD 1, SD Sumbersari 2, SD Muhammadiyah 4 and SD Experiment. Of the activity was present 10 participants consisting of principals, teachers and GPK classes at each grade level, experts in the field of inclusive education. This activity took place on 17 September 2016 held Meeting PGSD Prodi. Results obtained generally in the form of some of the data training that they have good teachers from the Department of Education, KKG,

training and seminars. In general they know about inclusive education, but in practice it in the classroom learning is not as easy as knowledge gained. Inclusive education is humanizing service, but the teacher has not been equipped with how to handle. Policies that too quickly rotated, so that the course relatively depend on procedure.

Based on the results obtained some information FGD in each elementary school. It was also supported by the results of a questionnaire filled out by the teacher. SD Muhammadiyah 4 in the implementation of inclusive education is no special treatment planning (PPI), there GPK and shadow, conducts more intensive communication, sets the criteria for assessment and progress reports to parents. In elementary school there are 4 students with autism and 14 students are slow learner. There are some constraints experienced teachers in teaching children character ABK ABK is diverse, there has been no acceptance from peers, children are difficult in understanding, ABK Children not accompanied GPK shadow. To overcome these obstacles no attempts are made both teachers and school authorities. Of teachers is to hold the children guidance attached to the crew, positive, positive thinking habit, Make PPI, Analyze children every day. Beside of the effort made is the School Guidance teacher / chaperone ABK, Sharing with parents, Always make a joint workshop to discuss how learning management ABK good. These inclusions in the learning management they have hope Educating and developing the potential of ABK become more independent in solving problems in everyday life.

FGD implementation and results of questionnaires from teachers at SDN Experiment 1 gives some information regarding the condition of the implementation of inclusive education at the school. The school has six students with autism, hyperactivity 4 students and 4 students learning difficulties. However, in the implementation of this education cannot be separated from some obstacles, such as lack of man power GPK, curriculum modifications have not been standardized and have not been implemented. To overcome these obstacles there is some effort made is the part of teachers to create a curriculum modification, while the addition of GPK of the school. But this school has such expectations of their material and spiritual assistance from various parties, support from the government, schools, parents, and people are increasingly high.

FGD and questionnaires are stuffing his next teacher from SDN Sumbersari 2. From the data obtained the data that SD Sumbersari have 2 autistic students, student's Down syndrome category 3 people, learning difficulties: 3 students, slow learners 7 people. Obstacles encountered in elementary school, namely when ABK tartrum,

regular student sometimes jail on ABK, the concentration and mood ABK change often, he met children ABK would not be silent (crowded, angry, etc.), ABK sometimes interfere with teachers teach, teachers find it difficult provide insight to students ABK, Master still difficulties in managing learning, lack of availability of infrastructure to support learning, Master difficulties in formulating an appropriate curriculum, difficulty determining the objectives, methods, learning materials for children ABK, the students who lack motivation, concentration, and taste confidence.

FGD and stuffing are subsequent questionnaires that of SDN Sumbersari 1. The elementary school children with autism have 2, 3 Tunagrahita, 3 categories of ADHD students, 5 students slow learner, and three other categories. Constraints in the management of learning there is a difficulty to prepare the crew for the following study, Condition emotional / psychological students during lessons, lack of instructional media crews, Learning material supportive learning ABK, The evaluation and assessment in accordance with K13, incomprehension the parents with ABK children, Demands people parents who exceed the abilities of children, PPI Formulation, Implementation of learning in which there are regular crew, informal Assessment ABK. As for the efforts of teachers is cooperation with parents to prepare children from home. Modify the supporting learning material although it is not finish perfectly , mutual sharing among teachers in elementary school inclusion Samadan sharing with teachers in other school that also have ABK student . While from the

school seeks to send a teacher / GPK in training / workshop inclusion, Always sending and GPK classroom teachers to improve the quality of the educational and training about inclusive education either at municipal, provincial and national levels.

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ACTUALIZING CLEAN AND HEALTHY ELEMENTARY SCHOOLS AND PAIKEM BY *PROFESSIONAL LEARNING COMMUNITY*

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ABSTRACT

Schools are formal institutions and strategic to prepare healthy human resource physically, mentally, and socially for creating productive human beings. In schools, there are two processes at once, namely learning and educating students. Learning is an interaction process between students and teachers and learning sources to support the students' intelligence, while educating is process to improve skills/abilities and create positive character of students. The success of education is determined by many factors. The factors influenced the success of learning process are health condition and school environment. The school supervisors use a strategy to create Clean and Healthy Elementary School and Paikem by professional learning community to support learning process with positive school atmosphere with the target the super success students. Whereas, the formulation of the problems in the best practice are: What are the guiding steps of supervisors and the realization of guidance to create Clean and Healthy Elementary Schools and Paikem by professional learning community with positive atmosphere in Group 1 to 7 of Elementary Schools in Kecamatan Klojen? While the reaction solving are: a. analyzing problems and determining the best solution based on the hypothesis, b. arranging development strategy in KKG through Professional Learning Community as the coaching center, c. coaching about what the purpose and how important Professional Learning Community as the coaching center, d. concept training and the implementation of Clean and Healthy Elementary School as the center of Professional Learning Community, e. coaching at schools continually to explore creative ideas and school potentials, f. reflections of supervisors, KS and teachers, g. improvements. Coaching in professional learning community center for actualizing clean and healthy elementary school is successful to support Paikem learning with positive school atmosphere in Group 1 to 7 Elementary Schools in Kecamatan Klojen of Malang City. It was evidenced by students who achieved National Achievement, the coached school was the winner in green school contest, went to Adiwiyata Province school, the winner of healthy school. More than 80 per cents of the school members take good consideration of the important of healthy environment, as the students behavior and culture, the teachers and officers attempt to keep and maintain the school environment. Some students got 10,00 score on three National Examination subjects; PBM proceeds more creative and Paikem; the schools are tidy, clean and green; and the relationship among the supervisors, headmaster, and teachers is dynamic and pleasant.

Keywords: pedagogic competence, school culture, work motivation, work productivity.

Schools are formal institutions and strategic to prepare human resource who are healthy in physical, mental, and social for being productive human beings. In school, there are two processes at once, namely learning and educating students. Learning is an interaction process of students and learning sources which has a purpose to improve the students' intelligence, while educating is a process to develop the skills/abilities and create positive character of students. The success of education is determined by many factors. The factors influenced learning process success at schools are health condition and the school environment.

An attempt to actualize good nutrition and students health in school environment needs remarkable school service. The health care consists of service units, such as ideal school health care unit, accessible, and ready to give any service for school members. In an emergency condition, the schools should contact the closest clinic or health center. Tidy, clean, attractive, and comfortable school environment with ideal infrastructure facilities and children friendly environment is required for students development. The environment condition is necessarily supported by natural lighting, adequate class circulation, unslippery floor, ergonomic tables and chairs, clean toilets with a sufficient quantity, harmless stairs, adequate playground and court, clean and healthy canteen, sufficient clean water, and so on. The ideal school environment can be provided by involving the school members.

Today, there are schools that are not ideal in the school environment, nutrition, and students' health. Even though, inadequate cleanliness, nutrition, and health in the school environment will be a spread of disease. Based on the health research of 2010 and 2013, nutrition problems at schools were superior in the 6-12 years school ages, 35.6% short, 12.2% thin, and 9.2% fat; 44.6% school age students consumed low-quality breakfast. It was reported that 1.7% school students were smooking in their 5-9 years, and 17.5% in 10-14 years. The

percentage of daily teeth brushing in 10-14 years group was 95.7%, but only 1.7% brushed in the right manner (Kemdikbud, 2015).

School age is the most important age in developing potential and teaching clean and healthy behavior. For supporting it, the elementary school students must be the subjects in the clean and healthy elementary school program. The students as the subject of clean and healthy culture will have the powerful foundation to their future.

Developing clean and healthy behavior is very strategic implemented by learning, both applying indoor or outdoor. Great teachers are teachers who are inspiring; they are able to make the students understand, feel, and apply the behavior. By understanding, feeling, and applying the active learning (*student center*), it will be easier to build *hard-skill* and *soft-skill*. Our education expert, Ki Hajar Dewantara, taught us the Tri-Nga, namely Ngerti (Understanding), Ngrasa (Feeling), Nglakoni (Applying). In 2013 curriculum, teachers must be smarter as facilitators in order students make a lot of questions and active. Unfortunately, not all teachers can do it. Even, many teachers teach in explaining method (*teacher center*), even though they must be creative as facilitators and create *student center* class arrangement.

Observing the phenomena existing in coaching schools, as a supervisor I applied a strategy to create Clean and Healthy Elementary School to support Paikem PBM, to change teachers' mindset as the knowledge source into creative facilitators and actual example for their students. Through clean and healthy environment, students will study in comfortable situation, then the teachers will be the facilitators and example who will guide their students through PAIKEM to be the super success.

Based on the background of the problems above, the problems formulation of *best practice* are: How the supervisor's steps and coaching actual results will create Clean and Healthy Elementary Schools (SDBS) and Paikem by *professional learning community* with positive school atmosphere in Group 1 to 7 Elementary Schools in Kecamatan Klojen?

The purpose of this *best practice* are: (a) supporting schools to apply active, creative, pleasant, and valuable learning; (b) supporting schools to have clean and healthy atmosphere; (c) motivating schools and teachers to study and creative, (d) motivating students for their success; (e) motivating students to live in clean and healthy environment

The benefit of this *best practice* are (a) supporting a school to disseminate to another

schools; (b) as an example to develop Clean and Health Elementary School and qualified, and (c) involving relevant officials to develop SDBS and valuable in their areas.

PROBLEM SOLVING METHOD

The strategy chosen to deal with the problems in coaching elementary schools is creating *Professional Learning Community*. It is the most promising strategy to improve the school quality constantly. For changing the teachers mindset, it is necessarily to develop school members' skill through a professional learning community. Hord (1997) stated that a professional learning community is a community where teachers of a school, together with the headmaster and school supervisors, search and share anything relating to learning activities, and doing anything in learning and their school environment, with a purpose to increase the learning effectivity for students interest.

Professional Learning Community is the best problem solution (innovative, economical, everlasting), because through *Professional Learning Community* the teachers will be directed to learning teachers. Being the learning teachers, they will study all the time about how they will create Clean and Healthy Elementary School and Paikem through *professional learning community*. With a positive school atmosphere in Group 1 to 7 Elementary Schools in Kecamatan Klojen, the teachers' mindset will be changed from spreading knowledge into facilitators, from knowledge source (*teacher center*) into *student center*, and enhance them to study and apply their knowledge as the good example to the students, innovative and creative.

While problem solving with reaction planning are: (a) analyzing problems and determining the right solution based on hypothesis; (b) arranging the coaching strategy in KKG through *Profesional Learning Community* as the coaching center; (c) briefing about what are the purpose and the important of *Profesional Learning Community* as coaching center; (d) concept training and implementation of Clean and Healthy Elementary School (SDBS) by *Profesional Learning Comunity; (e)* Coaching at schools constantly; (f) Reflection together with supervisors, KS, and teachers; and (g) Improvement.

The Reasons of Deciding the Problem Solving

In many situation, headmasters and teachers usually give advice to students that they must study hard. Their tasks are to study and study in order to get the highest score and pass the examination. If the students get good marks, the achievement of their schools will be increased. It is less supported by the teachers' participation in achieving the

target. Some contradiction things are still done to obstruct the students to gain the best success, such as: the teachers dominate their classes and have *teacher center mindset*, a method used is an explaining method and uninnovative, not all teachers are good examples for their students for caring and loving the clean and healthy environment, even the clean and healthy environment contributes to the students' achievement.

We all know that student objectives consist of 3 subjects, namely cognitive, psyco-motor, and affective. In schools, there are two process at once, namely learning and educating students. Learning is an interaction process of students to the teachers and learning sources, with a purpose to increase the students' intelligence. While educating is a process to develop their abilities and build positive character. The success of education is determined by many factors. The factors are health condition and school environment. Affective or attitude is a opinion before making any action, whether agree or not the students to a phenomena, or rule, uphold discipline, tolerance, capability to accept advice objective, keeping tidy, and so on. Attitude cannot be built at one time. Attitude building process needs time, because it requires internalization and one's psychological process. Someone who understands and skilled often has positive attitude. For the psychological process, it is required good example and a place to support in community for motivating one another.

According to Maori, the Headmaster of Hamanogo Elementary School of Chigasaki, to overcome the problems at schools, begin the *Learning Community*. There are 3 (three) slogans applied in Hamanago Elementary School, namely: 1) to guarantee everyone's right to study; 2) teachers and staffs support one another to develop; 3) the community and parents learn together to overcome the problems at schools. A promising strategy to increase school quality continuously is by developing school members' skills through a professional learning community. Hord (1997) stated that professional learning community is a community where teachers in a school, together with the headmasters and school supervisors, continuously search and share anything about learning, and doing something in their learning process, with a purpose to increase the learning effectively for students' interests.

Professional Learning Community is KKG developing program. KKG stands for *Kelompok Kerja Guru* (Teachers Work Team), functions as a place to do many activities supporting teaching-learning activities, such as planning teaching-learning strategy, making a learning tools, making worksheets, and discussing problems in classes. KKG is one of technique used in educational supervision. Personnel involved in KKG are school supervisors, headmasters, and teachers. Supervisors have a role as the builder who cooperate with headmasters, and the teachers are the objectives of this building.

IMPLEMENTATION AND RESULTS ACHIEVED

Best Practice is implemented in Group 1 to 7 Elementary School in UPTD Kecamatan Klojen of Malang City in the school year 2014-2015 and 2015-2016. The instruments needed are observation sheets, score rubric, and questionnaires.

The implemented activities in building professional learning community in Group 1 and 7 Elementary School in Kecamatan Klojen of Malang

The implemented activities in building professional learning community in Group 1 and 7 in Kecamatan Klojen of Malang City is to create Clean and Healthy Elementary School and Paikem, namely:

a. Making Routine Meeting Among Teachers, Headmasters, and Supervisors. Managing and making any program in learning community program are important in order the learning community will be a place to discuss and share creativity of teachers, headmasters, and supervisors. The programs are planned together based on the requirement of teachers and schools;

b. KKKS and KKG Meetings. By the KKKS and KKG meetings, the discussion process is directed to mutual learning process between KS and KS coached by supervisors and teachers, then between teachers coached by supervisors and KS. If there are KS and teachers groups that cannot solve problems, the supervisors motivate KS and teachers to make questions to another groups.

c. Crossed Supervision. Crossed supervision can be a place to learn and meet each other, between headmasters about *best practice*.

d. Tasks. Various tasks of schools in one group, such as making the scoring instruments, RPP, media, etc.

e. Scientific Activities. Scientific activities must be grown at schools, such as by doing teacher seminars between one school and another, seminar in Regency area, attending scientific competition among schools/areas/Regency.

f. The Activity Result of Students As Teachers and School Learning Sources. The students' activity results as papers, research reports, clipings, pictures are materials for teachers to increase

their understanding about learning materials and media using *salingtemas* approach (science, environment, technology, and society). Students' work and reports about the environment can be a scientific work. Sometimes, the teachers find difficulties in making scientific works. If the students' work can be used, they will have materials for their works.

g. Developing a practice of *Semut Sebar*, healthy canteen, School Healthcare Unit (UKS), foster plants
h. Making biopori holes and infiltration wells
i. Waste sorting and making compost
j. Utilizing wastewater to decorative plants innovation
k. The Movement of *20 Ayo! Ayo Pungut Sampah* (Lets Take Garbage), *Ayo Siram Tanaman* (Lets Water Plants), *Ayo Piket Kelas* (Lets Clean the Class), *Ayo Kumpulkan Sampah* (Lets Collect Garbage), *Ayo Pilah Sampah* (Lets Select Garbage), *Ayo Bersihkan Parit* (Lets Clean Trench), *Ayo Pupuk Tanaman* (Lets Fertilize Plants), *Ayo Rawat Tanaman* (Lets Care Plants), *Ayo Hemat Listrik* (Lets Save Electricity), *Ayo Hidup Sehat* (Lets Have Healthy Life), *Ayo Baca Buku di Perpustakaan* (Lets Read Books at the Library), *Ayo Pakai Helm* (Lets Wear Helmet), *Ayo Budayakan Salam* (Lets Greet), *Ayo Sarapan Pagi* (Lets Have Breakfast), *Ayo Shalat Berjam'ah* (Lets Pray Together), *Ayo Cuci Tangan* (Lets Wash Our Hands), *Ayo Kerja Bakti* (Lets Do Community Service), *Ayo Hemat Air (*Lets Save Water), *Ayo Jaga Keindahan* (Lets Care of Beauty)
l. Providing Learning Resources and Media.

The Results/Effect of The Selected Strategy
The results of the strategy done are:
a. Students get National Achievement
b. Coaching schools are the winners of *green schools*, entering National Adiwiyata school, more than 80% of school members are considering the important of clean environment
c. The attitude and actions of students, teachers, and staffs to maintain the school environment
d. Some students get score 10,00 for 3 National Examination Subjects
e. There are RPP, scoring instrument of K.13 for grade 1 to 6 which made together in PLC forum
f. Creating the learning innovation in Group 1 and 7 in Kecamatan Klojen of Malang City

g. Teachers are motivated to attend meetings in PLC because the activities are useful for them
h. PBM is implemented more creative and *student center*
i. Tidy, clean, and green school
j. The relationship among supervisors, headmasters, and teachers is dynamic and pleasant.

Problems Found in Applying the Strategy
Some problems were found when applying *professional learning community* program to change *teacher center* mindset to *student center* in actualizing paikem in coaching elementary schools and clean and healthy elementary school. They are:
a. The interaction among school members is less maximum
b. Determining centered policy
c. The low teacher expectation
d. Blaming external factor when finding problems
e. Not much can do in the existing condition
f. The custom to wait other's ideas
g. The low in reading habit
h. The less in clean, discipline and efficient habit in daily life
i. The low in collaboration and trust
j. Success effort must be supported
k. Giving reward and punishment is not maximum done by headmasters

Supporting Factors
The supporting factors for making *professional learning community* program to change *teacher center* mindset to *student center* in actualizing paikem in coaching elementary schools and clean and healthy elementary schools:
a. KS is building commitment of school members to PLC and SDBS
b. Supervisors and KS create family situation, collaboration, learning endurance, the spirit of forging ahead, hard work support, and not easy to complaint
c. Supervisors understand the school culture
d. There is developing team
e. There is task and authority delegation
f. Interaction between school members and school members commitment to supervisor program is high
g. Program, program socialization, and improvement program are planned from subordinates
h. Supervisors as facilitators

Developing Alternative
Steps to create Clean and Healthy Elementary Schools by *Professional Learning Community* in PLC are expected to use to supervisors and headmasters to optimize teachers' performance, then this *best practice* will be expected to book as a guidance to create Clean and Healthy Elementary

School and Paikem by *Professional Learning Community* with positive school atmosphere in Group 1 to 7 in Kecamatan Klojen. It can be a reflection and learning materials, so it will be useful to develop teachers' professionality and school development.

Besides, *best practice* needs to be followed-up by learning-teaching practice in teachers' daily activities from *teacher center* to *student center* pattern, this *best practice* needs to be spread out to other teachers in other schools in order they get easier teaching method by using K.13 creatively, then students will get useful learning experience, learning from good examples, comfortable school atmosphere.

CONCLUSIONAND RECOMMENDATION
Conclusion

In applying *best practice* to coaching schools, it can be concluded that Actualizing Clean and Healthy Elementary Schools and Paikem By *Professional Learning Community* is successful. It is evidenced by: (a) Students who get national achievement; (b) Coaching schools are the winners of *green schools*, entering National Adiwiyata school, more than 80% of school members are considering the important of clean environment; (c) The behavior of students, teachers, and officers to keep and maintain the school environment; (d) There are students who get 10,00 score on three National Examination Subjects; (e) There are RPP, media, instruments of scoring K.13 made by forum PLC; (f) Building a learning innovation in Group 1 to 7 in Kecamatan Klojen of Malang City; (g) Teachers are motivated to attend meetings in PLC because of the useful activities; (h) PBM applied more creative and *student center;* (i) Tidy, clean and green schools; (j) The relationship among supervisors, headmaster, and teachers are dynamic and harmonious.

Recommendation

For a consistent *professional learning community* program to change *teacher center* mindset to *student center* in actualizing Paikem in Coaching Elementary Schools and clean and healthy elementary schools, it is suggested: (a) there are working programs as an input to Education Official program, so this *best practice* can be applied continuously in a better way; (b) learning innovation created can be trained to other schools in Malang City facilitated by Education Officials of Malang City, in order the supervisors, KS, and teachers in Group 1 to 7 motivated to make better innovations; (c) this *best practice* can be uploaded to Education Official's web in order other parties can be applied it; (d) there are

rewards from Education Officials for the best schools and the best teachers in innovations of learning and the students with the highest achievements; (e) there are rewards from Education Officials for cleanest and healtiest schools.

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THE IMPACT OF CHANGES MANAGEMENT
IN HIGHER EDUCATION INTO EMPLOYMENT POLICY

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ABSTRACT

The purpose of this study to describe the impact of changes management in Higher Education to policy of employment. The method uses a qualitative approach to the type of case studies in new public universities in Surabaya. Data were collected through the technique of in-depth interviews, participant observation and documentation study. The results showed that the changes in the management of higher education have an impact on the transformation of human resources. Changes in labor policy in juridical aspect is impact on the rule of law in the rights and obligations of lecturers. Technically the adjustment process occurs constraints related to the persistence of the internal organization of the inhibiting factors unresolved. The social aspect of the changes associated with the process of adjustment to the new values and norms related to changes in employment policies.

Keyword*s: impact of change,s management, higher education, employment policy.*

Change is something that is inevitable and will occur in all organizations, as well as going on in the college environment. As an institution that produces quality human resources, the universities need to develop themselves to be able to participate in national development activities and have high competitiveness in the global competition in science, technology, and or art. Davidson (2005: 4) explains that "change is a process of continuous adjustment to strategy, operations, culture and rewards are aligned on an ongoing basis to convert, manipulate and rearrange the various elements of human and non-human". Organizations are dynamic, will always improve and develop the ability through small changes or a fundamental change. Changes occur anywhere with the speed and complexity are diverse and growing.

Institutional development requires changes in the behavior and integrity of the quality of life of the organization. Change itself is a phenomenon that includes the time and reality. Changes in private colleges into state universities in the last five years with a reason to boost the quality of education in Indonesia, especially in remote areas, is a policy that needs to be done. The need of change in higher education for (a) the level of higher competition, (b) Development of science and technology, much of the information is very fast and varied, (c) the life of the community and the nation is based on knowledge, and (d) based competition benefits of human resources.

Organizational change is a process of moving from the present situation to the circumstances leading to the desired future to improve organizational effectiveness (Widodo, 2008). The success of an organization changes then depend on the success of leaders in leading the change. Humans as a manager of an organization need to constantly change according to the changing demands of itself.

Changes in behavior include adjustments to the value system and assessment, methods and ways of working that is new, new equipment used, as well as updates to the way of thinking and a way of being "(Winardi, 2008: 1). Changes in social level leads to a process of adjustment and acceptance of the members of the organization on the new values that gave birth to the different working mechanism and direct the behavior of members of the organization. The most common obstacle to the success of the resistance change is human, because humans are causing changes and resistance happens. Organizational changes brought on changes in the organizational structure. Based on the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 38 Year 2015 concerning Organization and Work Procedure of the University "VJT" then there was a university management switched from the Foundation to the Ministry of Research, Technology and Higher Education.

Transition from the previous condition on the condition later require a transformation process that requires the management to take place in a relatively fast with minimal difficulties. Management transition strategy change in placement, recruitment and employment status. The views on the positive results of the organizational changes necessary to the process of moving from the present circumstances toward a desirable future and effectiveness of the organization. Transitional status of private colleges into universities bring a better hopes for the organization and all the human

resources that exist within the organization. This article is focused on discussing the impact of changes in university management on the status of lecturers.

METHOD

The study used a qualitative approach to describe the events and behavior or circumstances at the site in detail and in-depth research by assembling facts into the fabric in order to describe and explain the facts in depth. Data and facts collected through depth interview, participant observation and documentation study. The presence of the researcher as a research instrument that goes into the location and deal directly with the informant. For the credibility of the validity of the data is done through discussions with colleagues, triangulation and member checks. Addiction is done with coaching activities by the dissertation supervisor. Data analysis included data presentation, data reduction, verification and conclusion.

FINDINGS AND DISCUSSION

Subjects were college who are older than 50 years and more than twice the change of organizational governance. Since the start up date of July 5, 1959 University "VJT" in its development undergone several name changes and status. Beginning as an Academy in the period 1959-1965. Then in 1968 turned into a College under the guidance of the Ministry of Defence and Security. Decree together (SKB) between the Ministry of Education and Culture and the Minister of Defence and Security number: 0307/0/1994, Kep / 10 / XI / 1994 dated 29 November 1994, commencing April 1, 1995 became Colleges. With these changes the University "VJT" shift responsibility to the Foundation but supporting them government employees and teachers who have worked to remain a part of this university. In order to meet the needs of faculty and employees, the foundation did toughest of recruits as an employee of the foundation. The college is operationally under the guidance of the Foundation but functionally under the guidance of the Ministry of Defence and Security.

These are nominally violates the law because of the privately-held organizations are government employees. To comply with the Act, the technical university "VJT" planned organizational changes. Returns the university management in government. If the private colleges remain the one obstacle is government employees in this university must be removed. Socially it is not possible for 58% of all employees are government employees.

Based on Presidential Decree No. 122 of 2014 on the establishment of the University "VTY" the formal judicial becomes Universities since October 6, 2014. With 6 faculties and 17 study programs and the Graduate Program. The number of permanent teaching staff of 335 people, a great teacher who educated Doctor 11orang 51 and 95% have been titled S-2 (Masters), 54 lecturers have been certified Ministry of National Education. Based on the Decree of the National Accreditation Board of Higher Education Ministry of National Education entire course has gained the status of an accredited A or B. The changes affect the status of employee organization status. Government employees who are in college with mutations in the ministry, while the foundation for employees to follow the Law of the Republic of Indonesia Number 5 of 2014 concerning the State Civil Apparatus as Article 1 of Government Employees to Work Agreement.

From facts on the ground through interviews obtained information about the management of employee status after the changes include:

> There are four types of employees in the organization as a result of the organization's history that have undergone changes in form and management of more than 2 times. There are government employees, employees of foundations, government employees of private colleges coordinator seconded at the University "VJT", temporary employees. Mutation of government employees has been implemented through a process of repeated data (PUPNS) while the status of foundation employees have gone through the process of data collection in accordance with ASN. Communication and information to all employees of the foundation conducted a meeting with the Rector and relevant officials. (Wwc/Pj1/Jt/17-3-2016:13.00).

The uniqueness of this study site is on their employment status. The process of development of higher education who are aged 52 years and changes the shape of higher education resulted in the four types of employees in public universities recently. Once the changes are nominally of private colleges into state universities began a transformation in human resources. Mutations employment from the Ministry of Defence and Security into the Ministry of Education and Culture through PUPNS.

Employees remain the foundation in accordance with Law on Government Employees (ASN) in the process status and continue to be communicated in a meeting between the employee and the Rector and relevant officials.

Changes in employee status affects the ratio of lecturers and students. Status unclear for non-civil servants can affecting the confidence of employees. Distrust of employees conducted by resisting change behavior or leave the organization. (WWC/Peg1/Y/20-9-2016: 08:30).

Based on the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 50 Year 2015 concerning Establishment, Change, Dissolution of State Universities and Establishment, Amendment, Revocation of Permit Colleges of Article 8 which explains that each study program has a minimum of six lecturers with qualifications aged highest 58 (fifty-eight) years in the case has the status of Civil Servants (PNS), or has not aged 35 (thirty five) years in the case yet civil servant status, when received as a lecturer at the Universities to be established.

Non-civil servants already have legal protection. The data collection process has been done, then waiting for technical guidance. Members who came out there were three people because they want to develop a career elsewhere (WWC / PJ1 / 30-9-2016: 14:00).

Resistance to personnel policies shaped the resignation of three non-civil servants with reasons for wanting to develop a career elsewhere. Based on observations through discussions with several non-civil servant lecturer obtained information that they follow only the currently running process. Devotion is already over at least 10 years old and already more than 35 years to make them commit to remain devoted in college while still expect given the best. Although restless but still function and its role as an educator and still struggling to obtain certainty status.

The problem for the functional rank, certification lecturers and professors holding a national number for tenured faculty with the status of civil servants in University "VJT" becomes constrained due to the structure of the Ministry of Defence and Security does not recognize the functional position of lecturer, and so can not provide status and functional benefits and lecturer certification. Next will affect the careers of faculty and accreditation". (WWC/PJ1/22-3-2016: 13:30).

Based on the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 2 Year 2016 About the Register of Teachers In Universities

that alter regulation of Research, Technology and Higher Education No. 26 of 2015, the problem NIDN has been resolved and can satisfy the composition ratio of lecturers and students. Requirements to obtain NIDN is a lecturer with the letter of agreement as Lecturer Full-time employment. Apparatus State Civil status Civil Servants must submit a copy of the decree as a Civil Servant (PNS). Government Officials to Work Agreement (PPPK) must submit a copy of the employment agreement.

Obstacles in the management of human resources after being turned into Universities is dissatisfaction with the employment policies of the status of government employees with the kind of civil servants (PNS) and Government Employees to Work Agreement (PPPK).

The change of status became public universities have an impact also on the organizational structure that affect staffing in the role and function, because the law limits the "motion" PPPK that affect the composition of the faculty and placements at certain positions. And this applies generally to all new public universities. Uncertainty regarding the status of lecturers PPPK effect on payroll. (WWC/Pj2/20-9-2016:13:05).

The college is relatively difficult to make changes even for a simple change for the university as an organization that has a structured system with authority, division of authority and responsibility are relatively very tight for decision making (Buller, 2015: 2). Organizational change in higher education is planned as an effort to create quality human resources better and better performance.

The unclear status of non-civil servants have an impact on the financial problems in terms of payment or employment expenses. Based on the regulation of all activities and personnel expenses State Universities will be financed by the state budget and non-tax revenues. The problem is non-civil servant status is not clear that difficulties in financing the salaries and allowances of non-civil servants because there is no legal framework or legislation authorizing the issuance of state funds or non-tax revenues for non-civil servants (WWC / Pj3 / 11-10-2016: 10:00).

Kusumaputri research results (2014) explains that the changes initiated by the organization will not succeed if it does not touch the realm of the individual, that means there will be no change if it has not yet managed to make an individual change. Individuals who have an openness to change tend to bring flexibility when faced with new challenges. It is necessary for understanding the needs of its members leaders in the change process.

The change of status became public universities are the best choice due to become public universities the opportunity to increase the quality of education and infrastructure. (WWC / PJ2 / 11-10-2016: 13,00).

Change requires leaders who can lead to the achievement of the objectives of changes to the common interest. Leadership style that is applied within an organization will determine whether the organization will generate a lot of innovation (Ancok, 2012: 121). The quality of human resources became dominant in organizational performance. The increased performance of human resources management requires a systematic process to the achievement of organizational goals can be implemented effectively and efficiently. Changes in university management requires a change agent who has the ability to motivate, guide and provide moral support to human resources affected by the change in order to understand and implement the changes. Commitment and ability leader directing member on a key goal of the change is the core changes.

The challenges facing higher education institutions require a response in the form of strategies and policies (Suharsaputra, 2015: 13). Universities and colleges should be able to act quickly and appropriately in the face of a wave of change in order to remain able to perform its role as an institution of higher education. In the face of competition in the global era requires a way to integrate the knowledge within the framework of human resource development in the organization.

CONCLUSIONS AND SUGGESTIONS
Conclusions

Management changes have an impact on the process of internalization, of a new employment policy. Lecturer status is not yet clear impact on confusion, despair and ended in resignation. The rule of law in the rights and obligations of a formal judicial lecturer can motivate to accept the stages of change. Process know, understand and accept the changes is a process to be followed and in need of management and leadership in change. The adjustment process and through the constraints related to the persistence of the factors inhibiting the internal organization of the unresolved part. The social aspect of the changes associated with the process of adjustment to the new values and norms related to changes in employment policies.

The uniqueness of the diversity of employee status in college, requiring completion for different techniques according to the proposition. Justice is not always something that should be the same. Management changes have an impact on the status of lecturers. For the purpose of the change is effective and faculty rights are met requires commitment, leadership focused on human relations for the realization of effective change. Change management and organizational learning in the process of change is important to do.

Suggestions

Colleges that change management needs to consider the benefits of change for the organization's members and the organization itself. Resistance can be managed effectively when leaders can communicate the benefit of change for the organization's members and the organization. Members of the organization need to have a commitment to the organization. Build awareness of members about the benefits of the change through the role of agents of change so that members can participate in and support the changes. Leaders need to consider the interests of member organizations in the process of change and involve members in decision making.

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THE ROLE OF JAVANESE CULTURE IN CHARACTER BUILDING AT ELEMENTARY SCHOOL

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ABSTRACT

Nowadays, character education becomes a major concern in Indonesia. Character development has been done by various strategy, but the results is yet to be seen. Character development should beginin elementary school in order that the children's charactercould formed early so that it could be developed until they are mature. One of the efforts of character building is integrating the local wisdom in learning. One of them is the Javanese culture. Javanese culture has a variety of rules called the "unggah-ungguh" that always give good models to the public community, especially to the Javanese. Along with the times, the Javanese culture that upholds ethics began to degraded and replaced by foreign cultures that came later. The parents' roles in instilling the Javanese culture to their children also decreased gradually. This paper will examine the Javanese culture's roles toward the character building in elementary schools' students. Descriptive method supported by a depth review of the literature and the previous studies is used in this paper as a method. Based on the results of these reviews, we obtain some information about the types and mechanisms of Javanese culture in character building of students, especially elementary school students.

Keywordz: *character building, javanese culture, elementary school*

Modernization provides a better change towards human life. In reality, the impact of modernization is not only a positive impact but also negative one. One of the negative impact is that patriotism, lifestyle, and empathy are decreased. This is mostly happening to Indonesian youths.

Some of the indication of the decreased in character are fightingsamong students, promiscuity between men and women, and demonstrations that turned to riot.Weak characters happen because there has been no implementation of character education in children. The effective implementation of character education could be done in formal learning, in whichthestudents studying cognitive knowledge, as well as gain affective knowledge. According to Martin Luther King, Intelligence plus character, that is the true aim of education. The success of a nation in obtaining the goal is not only determined by the abundant of natural resources, but also determined by the quality of its human resources (Abdul Majid and Dian Andayani, 2013: 2). Implementing character education should beginfrom the lowest levels of education, which is elementary school. The age of elementary school students can be said that they begin to have effectivenessin teaching and learning.

The implementation of character education in children, could be performed using Indonesian culture, especially the Javaneseculture.It is because Javanese ethnic is dominating the population in Indonesia.According to the results of the population census (2010),ethnic that has the most population are Javanese ethnic, who reached 40% of the Indonesian population, even Javanese peoplehave spread throughout all the islands in Indonesia.Today, the famous Javanese culture which is havinghigh manners begins to erode by the advance of modernity.Evenunggah-ungguhwhich is a characteristic of Javanese is lost from the personality of the Javanese community.

FINDINGS AND DISCUSSION
Ethics of Javanese Culture

Ethics is a matter that must be uphold in life. Ethics is guideline to make a good person. Ethics is an important thing in life, ethics could distinguish a good choice from a bad one. Those who hold to a psychological definition of attitude recognize that social structure is important in creating and maintaining social order. But they claim that if behavior is to change, attitude change must come first (Dollard, 1949: Kerch & Crutchfield, 1948: Kutner, Wilkins, & Yarrow, 1970: Lewin, 1999).

Ethics could be formed through children'sgrowingenvironment. Good ethics will create a good character in children, if the application of ethics in the children's environmentis bad then the children's

characters would be bad too. Character is a heredity which is derived from the father's and mother's attitude. Character isn't inherited. One builds its daily by the way one thinks and acts, thought by thought, action by action (Helen G. Douglas in MuchlasSamani&Hariyanto, 2013:41).

There are a lot of Javanese ethics that should be adopted and developed by the community, especially by the children.One of the example is the one that developed by Taman Siswa. Ki TyasnoSudarto, Chairman of the Law Assembly of Taman siswa(2007) as cited by Ekowani (2009) stated that the character's basic philosophy is Tri Rahayu (Three Welfare) which is a noble values and way of life, there are:

> *Mamayu hayuning salira* (living to improve the quality of oneself)
> *Mamayu hayuning bangsa* (fighting for the nation and country)
> *Mamayu hayunung bawana* (build the prosperity of the world)

KPH H. Anglingkusumo one of the descendants of PakuAlam tried to interpret PakuAlam lesson. One of them is written on the gate of Pakualaman Palace that reads wiwarakusumawinayangreka.Wiwarameans the door or open, kusuma means virtue, winayang means inspiration, and reka means the way of thought. So that the sentence means a virtuous personcertainly always open and wise.Other Javanese attitude is calledandhapasorwhich means humble, it means not to be conceited despite having the capability, able to control themselves, and not easily angered.

Meanwhile, in the social life, Javanesepeople should always have three levelsprinciple. The first principle is rigen, mugen, tegen.Secondprinciple is Gemi, nastiti, ngati-ngati, and the third principle is Gumati, mangerti, andmiranti.These principles are contained in SeratCemporet. The origin of this principle is a doctrine to a girl who is getting married, being a housewife, but the essence of these teachings could be used for the entire life of the community. Rigen means to do everything to completion, tegenmeansdiligent and earnest in work, while mugenmeans steady in carrying out the work, the determination is also steady, and faithful undergoing a work. The second principle consists of gemimeans careful, as a result of action.Ngati-ngatimeans carefully and a mental attitude that always on guard.Third principles are

gumatimeansearnest till the inner self and mirantimeans fulfill the wishes, obeying the rules.

The type of Javanese ethics in schools' learning is for example *unggah-ungguh basa, paribasan, bebasan, saloka,* and *purwakanthi* (NurSamsiah, 2013). *Unggah-ungguh* is Javanese ethicsin socializing with other people. *Unggah-ungguh basa* teachesoneself to be friendly, courteous, and polite in spoken words. When the a person'*sunggah-unggu* his good then his relation to other people will also be established in harmony. Meanwhile, in the daily life, distinctly different to the Batak ethnic who is direct, Javanese like to use metaphor, parable or symbols, such as the expression of *wong Jawa nggone pasemon* means Javanese like to use imagery and veiled words, some of them are: 1) *Desa mawa cara, Negara mawa tata*. Every place has its own customs to be respected and appreciated. 2) *Mikul dhuwur, mendhem jero*. Upholding high, harbored deep. 3) *Ngono ya ngono, ninga ja ngono*. A warning that the person's demeanor, speak, and act should be in moderation, therefore it will get bad. 4) *Ajadumeh*. Do not be arrogant, do not like to flaunt oneselff, or insult others. 5) *Cekelen iwake aja buthek banyune* Advice to be wise and careful while doing anything, including in justice. 6) *Ana dina, anaupa, ora obah ora mamah*. People who are always working hard every day to earn an honestliving for his family. 7) *Mulat sarira, hangra sawani*. Introspective and bravely declared what he felt in honesty and openly. 8) *Curiga manjing warangka, warangka manjing curiga*

Symbolize the unity between leaders and subordinates/people. Leaders understand the aspirations of the people and serve the community with sincerity.

Character Development ofElementary School Students

Character's decreased on community should get more attention. The decreased of youth's character could be seen from the frequent of fighting between students, the demonstrations that led to riots, sexual crimes, attitude and speech when socializing with others. It is proved that the nation's character is decreased. Essencially the crisis character is due to the influence of external factors, ie there is no filter in the information coming into Indonesia.

Socrates said that the most fundamental purpose of education is to make person to be

good and smart.Western education figure as Klipatrick, Lickona, Brooks, and Goble also said that character is the inevitable goal of education. Martin Luther King approved the idea by saying, "Intelligence plus character, that is the true aim of education (Abdul Majid and Dian Andayani, 2013: 30). By those opinions could be conclude that education as a universal value that aims to transform people for the better in knowledges, attitudes, and skills.

The values of character education in Indonesia by Doni Koesoema in Muhammad Fadhillah (2013: 35-39), as follows:

The value ofvirtue

A person said to be having virtue when live and perform the virtuous actions and bring goodness to themselves or other people.

The value of beauty

Through character education, it will be reflected on a learner's to developed an aesthetic value in any area that not only produce an art object, but also the development of human interiority dimension as people who have a strong religious awareness.

The value of work

Character education is an effort to instill tothe students to continue to work hard and do not depend on others. One of the roles of character education is to formed students who have hard-working character and not despair easily.

The value of patriotism

The role of education is to instill to the younger generation about the importance of love for the country that is now beginning to neglected, so that it could create people who could bringthe country to be more advanced and evolving.

The value of democratic

Students are taught to appreciate and give the opportunity to others to believe and aspire properly without coercion or pressure from any party.

The value of unity

Character education role is to instill the importance of unity and cohesion. From the beginning, students are taught and introduced to the importance of differences and also mutual respect between one another.

The valueof humanity

students are taught to always uphold humanity. It is done to instill the value of empathy to students.

According to Hornby & Parnwell (1972: 49 in Abdul Majid and Dian Andayani, 2013: 11) character is mental or moral quality, moral strength, name or reputation. Elementary school students are in an early stage of effective formal learning, so that the characters implamantation could be done effectively through activities in everyday life atschool. Basically children have a unique character, in the sense that is different from adult.Students' characters implementation must be done in different way, not justby implementing formally in the classroom. Implementation in the form of real experience will bescome a long term memory of students. Play activities provide pleasant impact on students, therefore in building positive character could be done by play activities.

Javanese Culture's Rolein the Character Implementation of Elementary School Students

According to Prof. Dr. Retmono in MasnurMuslich (2011: 54) character and cultural educationshould be applied to the nationalcurriculumimmediately. Teachers and parents also need to take role in the implementation of character and cultural education.Basically the national education should develop skill and character of a dignified nation, in the framework of educating the people. Javanese culture has content and meaning that is important in life, but if Javanese culture appliedold-fashioned way, it would be har to accept in the modern era as it is today.

Javanese culture's implementation in the character development of children is considered very important because there are some good advices and admonitions that could be applied to the elementary school students. Javanese advice and admonitions such as unggah-ungguhcould help to guide the children to socialize with their surrounding environment. There are also paribahasa, bebasan, saloka, andpurwakanthi.These Javanese advice and admonitions could be applied to the elementary school students who start to be able to select and sort the good thing from a bad one. The adjustment of Javanese culture in the modern era needs to be integrated to the learning methods and strategies in elementary school. The method that used by elementary school teachers in learning is discussions, storytelling, singing, and instructional media.

Discussion method could activatestudents' ability in facing a problem.

Students could think critically and deeply about the problems they faced. Also in the discussion process, it could open their minds to express their opinions within the group. Storytelling is a way of presenting the subject matter through stories which could draw the attention of learners (Muhammad Fadillah, 2013: 179). Storytelling has benefits for developing students' imagination, train the emotions and feelings that could formed elementary school students' character. In the singing method, itcould use tembang dolanan(Javanese games song). In these Javenese games song there are a lot of ethics that could be implemented to the students. Through singing students will develop their language aspects.

In addition, characters implementationcould be done by learningmedia.Gerlach & Ely (1971) in Azhar Arsyad (2014: 3) said that the media is the human, material or events that establish the conditions that make students able to acquire the knowledges, skills or attitudes. In the learning process, the media is often interpreted as graphics tools, photographic, or electronic to capture, process, and reconstruct the visual and verbal informal. The media that could be used are comic of Javanese culture and Pop Up with the wayang (Javanese puppet) characters. With these media students will be familiar to the Javanese culture which is could build character in elementary school students.

CONCLUSSION

The impact of modernization is not only the positive effects but also negative impact that also affect people's lives. The negative impact example are decreasing in patriotism, lifestyle,and empathy. The implementation of character education in childrencould be done using Indonesian culture, especially Javanese culture. Javanese culture has good values that could be applied within the elementary school students. The application could be done by using methods and learning strategies in class.Method used by elementary school's teacher in learning is discussions, storytelling, singing, and using instructional media. So that this applications through formal learning in school, it will create Indonesian students who have good character.

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EDUCATION AND DEVELOPMENT OF STUDENTS' CHARACTER BASED ON PERSONALITY GENETICS

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ABSTRACT

One of the noble aim of education is the formation of character on students, so that he can live in the community and together building civilization of the world. In many countries, to build national character through education has been understood and being to desire to make it happen. However, in practice, it's not all can be implemented according the objectives and expectations of the government. The spirit builds character or even do a mental revolution will not be achieved if the process of forming the nation character does not starts with to recognize the personality by each individual. Parents and teachers will also experience difficulties in the process of care at home and educating in school, because of their ignorance on the type of personality of children or students. The personality of people is basically different. Difference largely determined by type of intelligence (machine of intelligence) and personality genetic. The machine of intelligence shown by the dominant brain hemisphere will be determines how people's respond to something. The dominant brain is still determined by upper or the bottom layer of the active part of the brain. The process of integration work in the dominant brain will be produces a personality genetics that it called character or intelligence. Through the process of interaction in parenting and education were reasonable and not excessive by first recognizing the personality of their children/students. Parents will do care with the right approach at home without having experienced a rejection of their children. Meanwhile, teachers will be quick handle the student which slow learn, or can carry out learning in the classroom according to the student's learning style, and so that the implementation of educational programs and character development will be able to walk and all obstacles will be easily resolved.

Keywords: education, characters, intelligence, personality

Educational activity since its inception has become a way of acting out of a community. With that perpetuate human cultural heritage to the younger generation, they pass on the values that part of important in the culture of the society in which they live. If this process does not happen then the values that have been believed and support the community and culture are endangered by the death of its members. Therefore, education has a vital role in determining going on society and will reinforce the identity of individuals in a society.

One of the reasons why the school should carry out a planting of character to young shoots to the nation's future can be run effectively and run simultaneously. School as a national education system operator interests in character education can be implemented effectively. The government also encourages and supports through regulations and policies so that the school can organize this character education without obstacles.

When observed further, that it is a form of character education activities in which there is an action that is intended to educate the next generation. Character education is not only dealing with the planting of value for students, but it is a collective effort to create an educational environment where every individual can live his freedom as a prerequisite for the moral life of the adult. (Koesoema A., 2007).

Further according Koesoema A (2007), a character education as a pedagogy has the aim that every person has the aim that each person increasingly appreciate individuality, able to reach freedom he has, so he can continue growing as individuals and as citizens of a free and responsible, even to the extent of moral responsibility on community integration of living with others in the world. So really, the purpose of education is to form the character of individual self-improvement continually and practice themselves in order towards a better life.

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Character Education Problems

Character education conducted by schools today have ups and downs. Constraints experienced very diverse, and depending on the conditions and circumstances of school teachers. Here are some of the issues surrounding the character education, namely: (1) Education characters tend to be normative. The teaching sometimes 'superimposed' modest on teaching subjects (2) teachers do not have enough stock in recognizing the basic character of students who become the subject. Thus, in the pattern application code educating students, not the teacher seldom mistaken in treatment of students; (3) character education is more on understanding the cognitive and becomes knowledge only, not as behavior.

DISCUSSION
Definition and basis Theory

According UUSPN NO.20 /2003 mentioned that education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, character, and the skills required himself, society, nation and state. While Koesoema A. (2007) that education is a process that helps to grow, develop, mature, making the unorganized or wild become increasingly organized, a kind of process of creating a culture and system regularity in themselves and in others. So, education is a process that is done consciously planned through a learning process that helps to grow and develop their potential in the form of personality, intelligence, and skill to realize the noble character that religious spiritual strength necessary for himself, society, nation and state.

While the word of 'character' according to Indonesian Dictionary meaning: character, psychological traits, morals or manners that distinguish one person to another. Another understanding of the character is a quality of mind that affects all the thoughts, behavior, manners, and the nature of human beings or

other living creatures (http://id.wikipedia.org). Character is defined as a condition accepted without freedom and characters are accepted as a person's ability to freely overcome the limitations of this condition makes us not necessarily fall into fatalism due to the determination of nature, or too high optimism as true nature we do not specify the implementation of the freedom we have , (Koesoema A., 2007). While Suyanto (2009) defines the character as a way of thinking and behaving that is characteristic of each individual to live and work together, both within the family, community, nation, and state.

Based on the above understanding, character education can be defined as any attempt to do to influence the character of the students. While Thomas Lickona (2013) states that the definition of character education is a deliberate attempt to help someone so that he can understand, pay attention, and do the ethical values that core.

So it can be affirmed that character education is an effort that is designed and implemented systematically to help students understand the values of human behavior associated with the Almighty God, ourselves, our fellow human beings, the environment, and nationality were manifest in the mind, attitude , feelings, words, and actions based on religious norms, laws, manners, culture, and customs.

The Concept of Personality and Character according STIFIn

STIFIn grouped in just 5 and 9 intelligence engine genetic personality. So do not mess around anymore with the grouping of human beings in many boxes, such as the MBTI and Socionics which classified into 16 boxes. If related to intelligence, STIFIn quite five boxes, namely: S, T, I, F, and In.

Five intelligence engine that covers all kinds of intelligence that there are human beings on this earth.

STIFIn concept called simple because it is multy-angle theory. That is, STIFIn can be used to explain the theory of intelligence and personality from other disciplines. Like a concept of left brain and right brain (Roger W. Sperry) or divide neo-cortex as above and limbic brain as lower brain (Paul Broca) or divide 6 Hexagonal Holland (John Holland) is also the concept of the DISC (John Geier and Thomas International) or even theory Hippocrates and Galen long can easily dissected using STIFIn. Description of the equation as follows:

a. the left brain and right brain equal with S + T and I + F on STIFIn
b. Neo cortex and limbic equal to T + I and S + F on STIFIn
c. 6 Hexagonal Holland: Artistic-Realistic (identical to the Right-Left STIFIn),

Investigative-Social (identical to Up Down STIFIn), Conventional-Enterprising (identical to the diagonal-Production Organisation STIFIn).

d. D-I-S-C at John Geier and Thomas International is synonymous with S-F-I-T on STIFIn.

e. Kholeris, Flegmatis, Melancolis, and Sanguine same as the S, T, I, and F on STIFIn.

The discovery of a new personality theory can not be separated from previous theories, the basis and foundation for the development of these theories. STIFIn's inventor believes that everything that is inherent in the individual brain hemispheres working there most dominant. The hemispheres of the brain that contribute to the individual completely. The properties of the cerebral hemispheres are then made constitutional body back into harmony with the various functions of the body are genetically inherent in certain types of individuals. Here is a table alignment STIFIn operating system with multiple functions and typologies as well as a variety of old theories that exist today.

Table: Operating System Alignment STIFIn with old theories

Sensing-limbic Left	Cho-leris	Dry	Land	High Excitation-Low Inhibition	Musculer	Spleen	Athletic
Thinking-Neo cortex Left	Phleg-matic	Cold	Metal	Low Excitation – High Inhibition	Celebral	Kidney	Picnic
Intuiting-Neo cortex Right	Melan-cholic	Wet	Wood	Low Excitation – Low Inhibition	Digestive	Liver	Astenic
Feeling-Limbic Right	Sang-uis	Hot	Fire	High Excitation – High Inhibition	Respiratory	Heart	Displastic
Instinct-Midbrain	--	Transi-tional	Water	No Excitation And Inhibition	Cyrcular	Cyrcular Organ	Stenic

Other applications are the most effective is when the STIFIn's concept used for the practice of forging themselves with the principles of focus-the-great. The concept of a single intelligence embraced STIFIn better able to explain the reality of the brain in everyday of life. That is the explanation of why the concept of a single intelligence STIFIn embracing more applicable than the concept of Multiple Intelligence (MI) which can be described using a simple metaphor: the leadership of the father in the family. According to the STIFIn everyone has the whole brain, but there is only one leading (according to MI otherwise there are two, three, or four dominant). *"A specialist in the construction of the whole"*, said Daud Joesoef.

In one family consisting of the father-mother-son, father entrusted to the leader's position. If the father forward, then all the family forward. So the concentration of family attention prioritized to the father. The concept of a single intelligence used STIFIn more applicable because the intelligence was dominant (as the father) were able to have a sweet power better. Meanwhile, if according to the concept of family-owned investment MI distributed to all, so that the posture of the investment in the family polarized. Remember that intelligence is weak (metafored like mother - child) does not have a sweet power as the dominant intelligence (metafored like father).

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STIFIn can be used to describe just about any field. STIFIn can be applied to the field of learning, profession, parenting, couple, politics, human resources, and other fields. Why couples are not in harmony? Why would a politician can win / lose in the event of the election? We can wear STIFIn as a knife to dissect these two questions. STIFIn have

discussed other areas which are thematic. When other concepts are still struggling on common problems, STIFIn already far ahead with setting up training for specific problems.

Machine Intelligence and Personality Genetic STIFIn

The concept is built berdasarkaan STIFIn previous theories are experts in their respective fields was elaborated. There are three terori that become the foundation STIFIn concept, namely: (1) Theory of Basic Functions of pioneering psychology analytic nationals Swiss Carl Gustav Jung who said that there are four basic functions of human being that is the function of sensing (Sensing), the function of thinking (Thinking), the function of feeling (Feeling), and the function of intuition (Intuition). Of the four basic functions, only one of which there are dominant; (2) Theory of Brain Hemisphere of a neuroscientist Ned Hermann that divides the brain into four quadrants that limbic left and right as well as left and right cerebral; (3) The Triune Brain Level Theory (three heads fused) from another an American neuroscientist Paul MacLean that divides the human brain based on the results of its evolution: the human brain, mammals, and reptiles.

Above all, it should be underlined, the STIFIn's concept is not just a change of 3 boxes (MacLean) into 4 squares (Jung and Hermann) then add the 5th box to be STIFIn. If it's just the way it is, STIFIn no more than just a summary and stop there. The fact that STIFIn could explain a lot of things, prove that this concept has new things the synthesis. STIFIn have the following things:

(1) The theory of crosses as superior and inferior in one package. This theory explains the existence of cross-connections between machines with S - I and T - F which each have properties superior and inferior, namely: (a) at Sensing - Intuiting where Sensing superior (100%), and Intuiting inferior (20%), while Thinking (40%), and Feeling (40%); (b) at Thinking - Feeling where Thinking superior (100%), and Feeling inferior (20%), while Sensing (40%), and Intuiting (40%); (c) Especially for Instinct, an overall generalist at MK intersecting respectively Sensing (50%), Thinking (50%), Intuiting (50%), and Feeling (50%). While Instinct itself is 100%.

(2) The theory of equations slices (between polar differences on the quadrant and diagonal). Although there are differences in each intelligence machine, STIFIn confirms that there are similarities in the nature overlapping each other, such as: (a) Thinking – Intuiting have in common incision in investigative work (research and investigation on something) and

analysis. In addition, both of MK is so prominent as drafter and implementing the concept of the formulation. (b) Sensing – Feeling intersecting the same in terms of dealing with others (social relationship). Sensing is very strong in dealing and interacting with others, while Feeling also very prominent in friendship, fellowship with others. (c) Thinking – Sensing equally fond of order, procedural and have physical endurance than the other MK (Intuiting, Feeling and Instinct). (d) Intuiting – Feeling, both stand out in terms of artistic ideas and thinking from global to detail. (e) Sensing – Intuiting, has its suitability in terms of producing a product. Both are also very suitable as an element of top management, or as a commissioner of the company. If these are the companies would be mutually reinforcing as one of the elements above. (f) Feeling – Thinking, be compatible in the areas of organizational management. When both are in the organization where they both manage it will be very good and work effectively as a team.

(3) The theory of social relations in terms of five logical and unique (STIFIn's Circulation Theory). STIFIn also outlines the relationship between MK as a form of social interaction, in the two conditions, namely (a) the relationship of mutual support, and (b) a relationship of mutual conquer.

a.   Mutually supportive relationship shown in circulation, such as a chart:
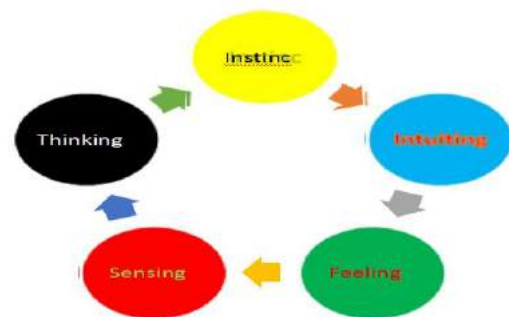
b.   Mutual relationship conquer, like a chart:
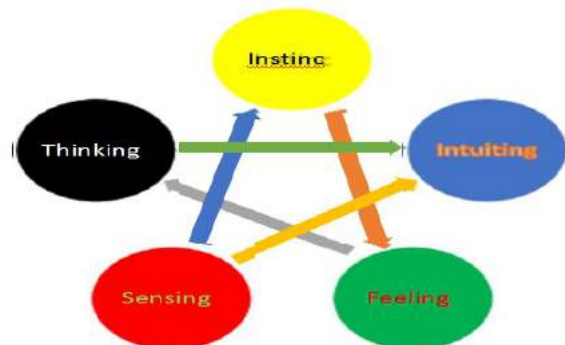
(4) The theory of the alignment of the body's metabolism by intelligence machine (MK) on described in the alignment of the MK with the metabolism of each element of MK, namely: (a) Sensing – organs of the digestive system (stomach); (b) Thinking – organ excretory system (kidneys); (c) Intuiting – the synthesis system organ (heart / liver) and nervous system; (d) Feeling – organic respiration system / respiratory; and (e) Instinct – organs of circulatory system and the center of balance.

(5) The theory of calibration based on intelligence machine. STIFIn reveal how each machine intelligence to detach from the pressure and get back in the best condition. Here is each calibration at every intelligence machine

MK	Calibration
S – Sensing	Walking out or hang out
T – Thinking	Animal care or gardening
I – Intuiting	Sleep
F – Feeling	Talking to the people
In – Instinct	Visiting to friends

(6) The theory of genetics aligned (Personality Genetic). Based on intelligence and machine intelligence drives before, then STIFIn genetic grouping of personality or intelligence into nine groups: (a) Si - Sensing introvert; (b) Se - Sensing extrovert; (c) Ti - Thinking introvert; (d) Te - Thinking extrovert; (e) Ii - Intuiting introvert; (f) Ie - Intuiting extrovert; (g) Fi - Feeling introvert; (h) Fe - Feeling extrovert; (i) In - Instinct.

(7) The theory of genetic level. The concept of dividing STIFIn to rank the human genetic sequence. Here is the sequence geneticist level from the highest to the lower, namely: (a) Gender; (b) Intelligence Machine; (c) Drive of intelligence; (d) The capacity of the hardware; and (e) Blood group.

Later in life, may appear many other theories, just to show how universal of STIFIn's concepts. This is arguably PaluGada theory, "everything you need, and I have it!".

Education and Character Development

The concept STIFIn besides known SIMPLE, ACCURATE and APPLICATIVE. Said to be 'applicable" because these concepts can be applied in various fields, including in character education for students. Because that is the subject on character education is the student, and that character education to be effective it must be done at home and school. There is the need of cooperation between the school (teachers) and home (parents) in implementing the education and character development. But before described further, below are 18 kinds of character education that is listed in the National Curriculum.

1. Religious	10. National Spirit
2. Honest	11. Love homeland
3. Tolerance	12. Rewarding achievements
4. Discipline	13. Friendly/ communicative
5. Hard work	14. Love peace
6. Creative	15. Like to read
7. Independent	16. Environmental care
8. Democratic	17. Social care
9. Curiousity	18. Responsible

Source: Pusat Kurikulum Balitbang Kemendiknas

1. Effective Relationship Patterns

As has been explained earlier that the STIFIn's concept there are patterns of social relations (Theory of Circulation) where there is a relationship of mutual support and mutual conquered on each intelligence machine can be explained as follows:

(a) Relations of MUTUAL SUPPORT
This relationship is thinking about a principles:
1) Sensing support Thinking, Thinking support Instinct, Instinct supports Intuiting, Intuiting support Feeling, and Feeling supports Sensing.
2) This relationship is mutually reinforcing each other.
3) The MK supporting a teacher or coach is ideal for the MK-supported, so that in any interaction undertaken by the MK which supported the result of the learning process of the MK in its favor. For example, Sensing support to Thinking in the teaching of one of the characters: DISCIPLINE. Thinking is because the type of people who are strong in logical thinking, and Sensing strong in the things that are visible, then the type of character support in educating Thinking by presenting real data to be material thinking. Sensing mode also reinforce the verbal uses, for example: "Try to think about why people in this picture could live hard and looked poor?". The word 'think' that's the key to get into the type of Thinking whose access to the mind / logic. So it went on in the communication process can be carried out by the MK which supports in particular. Here is a table of keywords as entry into each type.

(b) Relations of MUTUAL CONQUERI
While conquering the mutual relationship has principles:
(1) Where has the intelligence machine was Feeling conquered Thinking, Thinking conquered Intuiting, Intuiting conquered Sensing, Sensing conquered Instinct, and Instinct conquered Feeling.
(2) In this connection the MK conquer

positioned like a mentor or supervisor who continue to give instructions and orders to be implemented by the mentored (mentee). Thus, in the pattern of this relationship can be like a superior - subordinate.

After knowing the pattern of the above relationship, the question arises: *"whether the process of interaction-communication above can take place without knowing each authenticity yourself?".* The answer could be, but will not be effective, because the process will be many obstacles (refusal) of the students. Would be different if all the elements involved in education know the personality of each character (personality genetic) respectively as the concept STIFIn charted type in the pattern of relationships.

Indeed, the pattern of the above relation giving birth are certain conditions that have a correlation relationship with the concept of education from Ki Hajar Devantoro was that *"Ing ngarso sung tulodo"* (ASAH Principles), *"Ing madyo Mangun Karso"* (ASIH Principles), and *"Tut wuri Handayani"* (ASUH Principles). The location of the relationship is:

ASAH (Sharpen) Principles. This principle occurs if MK of teacher / parent conquered or supported MK students. In this condition, teachers and parents should lead character formation of students by providing concrete examples with the actions / deeds by acting as a mentor.

ASIH (Friendship) Principles. This principle exists if MK of teacher / parent together with MK students. In this condition, teachers and parents become friends, partners for students to jointly implement certain characters.

ASUH (Follow) Principles. This principle when MK of teacher / parent support or conquered to students's MK. In this condition, teachers and parents should be the coach who supports the student.

	sensing	thinking	intuiting	feeling	instinct
Entry accessible	Matter	Logical	Idea	Feels	Situastional
Basic Characters	Discipline, hard work	independen, democratic	Creative, Curiosity	Social Care, Friendly	Love peace, environment Care
Keyword	"Look it that.."	"Just think.."	"Imagine this.."	"Feel it.."	"Hurry up!"
Method	Demonstrate Methods	Case studies	Field observations	live demo	could use one
Role Play	The Generous	Thinker	Creator	Prtector	Heplper

Character Education in Schools

By basing the relationship patterns above, the process of character education in schools will be more dynamic because of the number and variety is much more diverse. Patterns of interaction - communication between teachers and students in the school can be described as the following table.

Students / Teachers	Sensing	Thinking	Intuiting	Feeling	Instinct
Sensing	Sharpen discipline	Communicative attitude	Coaching hard work	Milling patriotism	Coaching hard work
Thinking	Demonstrate honesty	Independent attitude Sharpen	Familiarize appreciate achievements	Cultivate the spirit of nationalism	Coaching attitude of responsibility
Intuiting	Make a picture story of the attitude of defending the country	Guiding democratic attitudes	Sharpen creative attitude	Fostering tolerance	Milling curiosity
Feeling	Reading habit Train	Caring attitude of social	Responsibility attitude	Sharpen empathetic	parenting attitudes environmental care
Instinct	Generous attitude	Milling attitude of honesty	Train honest	Sharpen religious attitude	the attitude of peace

Character education in the family

Aligning with that has been done in the school, then the pattern of character education at home must also follow the pattern described earlier relationship. However, the communication process is much more intensified, given that there are blood relations in the family that allows the teaching process is done in an atmosphere of familiarity character compassionate. For ease of understanding on the implementation of character education can be explained as the following table:
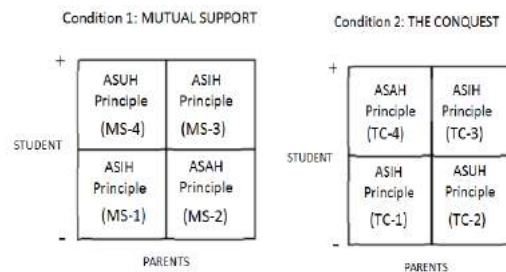
From the chart above, the condition 1 (supports) that in quadrants 1 and 3 (CS-1 and CS-3) using the principle ASIH. But the difference between CS-1 and CS-3 is on how the parents in the CS-1 in addition to teaching character must also provide encouragement, as the CS-1's low support parents and students. While the CS-3 also uses the principle of ASIH where each parent and student alike mutually supportive despite having a similarity of intelligence machine (MK).

In MS-2 parents should use ASAH principles to students because students`s MK dominant supportive parents's MK. Instead, the MS-4 parents used ASUH principles because parents's MK supporting students's MK.

As for the second condition (the conquest) that the 1 and 3 as condition 1 above using the principle ASIH parents have a similar MK.

However, the CC-1 parent must add to motivate students. Likewise the CC-3 where there are similarities MK but the parents as well as students that are in better condition motivation. While the CC-2 performed ASUH principles (in contrast to the conditions 2) and CC-4 with the ASAH principles.

Through this pattern recognition as well as to understand the patterns of correlation STIFIn will facilitate parents in guiding the character education in the home, especially in the interaction - communication. So that the character education at home can also be effective.

CONCLUTION

From the above it can be concluded: (a) Character education will be effective once the process of interaction and communication are also effective. To facilitate the process of communication and interaction, each party (the teachers – parents – students) must recognize (authenticity) himself and others. One way to identify yourself is the STIFIn's method; (b) Character education should be done at school and at home on an ongoing basis with the full involvement of teachers and parents working together; (c) That the character education will be effective if the actors involved (teachers, students and parents) knowing each other genetic personality (PG) respectively; (d) Differences in intelligence machine (MK) and PG will determine how the application of learning the right character.

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PERSPECTIVES OF PANCASILA:
LEADERSHIP EDUCATION'S VALUES AND ETHICS

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ABSTRACT

Pancasila as the foundations of the country and life philosophy of the nation had become the reference of universal values and ethics of life. Education leadership must use the values and ethics in Pancasila as reference. Leading with values means leading with heart. Leading with ethics means leading with humanity morals. Leadership without values and ethics makes a mere authoritarian leadership. A value in leadership emphasizes to a personal character ownership, social, or intellectual which differentiate a leader and not a leader. A good leadership comes from leadership a function that follows ethics principals. Ethics in leadership is a necessity to push a sustainable value. Pancasila as the life philosophy of Indonesia nation consist of five pillars with consist of: (1) transcendence; (2) humanization; (3) diversity; (4) liberation; and (5) justice.

Keywords: perspectives of pancasila, education leadership, values of leadership, ethics of leadership

Pancasila is the core of the character Indonesian nation. Pancasila can be referred to as the reduction of the values Indonesian life. Pancasila is the basic norms and the Indonesian state. Pancasila is a concept and ideals of the nation of Indonesia. Sukarno (1989:64) suggests the flow of history shows clearly that all nations need a conception and ideals, if they do not have it or if conception and ideals became blurred and worn, then the nation is in danger. The importance of ideals and morality as the foundation for the greatness of the nation, reinforced by Gardner who believes no nation can achieve greatness unless it believes in something, and unless that something has moral dimensions to sustain a great civilization (Latif, 2011:42). No nation can achieve greatness unless the people believe something, and something he believes it has a moral dimension to sustain the great civilization.

Pancasila is the philosophy of the Indonesian nation. The values contained in Pancasila guidance in the life of society, nation, and state. The core principles of Pancasila became the norm and the benchmark for state activities, communities, and individuals. Human action is moral (ethical) or has a value of ethics, if they meet the benchmarks Pancasila. Gunawan (2012:75) states that the values of Pancasila used as parameters the behavior of government, communities, and individuals. Pancasila has a clear and unequivocal position. If pay attention to these things, then it is proper organization of education and learning also refers to the values of Pancasila. Educational leadership was also duly refers to the values of Pancasila.

So the foundation of educational leadership established, developed, and implemented based on the values of Pancasila. Leadership education has a crucial role in the governance and organization of education. Things that characterizes and also distinguishing between the concepts of educational leadership to leadership in other areas is that the essence of leadership education is to educate. This was confirmed by Gunawan (2015:304) states that educational leadership is basically similar to leadership in other areas, namely the attempt to influence others, but the difference is the field of work and its purpose.

Educational leadership is done at educational institutions, with the aim of affecting all citizens of school duties and his job properly and correctly in accordance with the responsibilities of each, in order to achieve the educational goals that have been set effectively and efficiently, and ultimately aims to develop all potential owned by learners. Educational leadership is based on Pancasila means an education leaders attempt to internalize the values of education in performing the functions a leader in educational institutions, in order to influence his subordinates to work in educational organizations effectively and efficiently. And thus will materialize educational leadership based on the leadership of Pancasila.

DISCUSSION
The Leadership of Pancasila in Education

If pay attention to the development of national life today, the more easily the ideologies of others into Indonesia, hence the need for efforts to unearth Pancasila systematically, systemic, comprehensive, and continuous in every facet of society, nation, and state. Pancasila as the philosophical basis of the Indonesian state in

essence is a value that is systematic. The values of Pancasila is an ideal formula, is das sollen and ideals that must be implemented in the life of society, nation, and state. Pancasila is final commitment of the Indonesian nation. Pancasila is no comparison in the world. Pancasila as the basic philosophy, according to Kaelan (2000:98) principles of Pancasila is a system that is a whole round, hierarchical, and systematic, the five precepts and not separated but have the meaning which is the whole value system.

Husodo (2010:11) states revitalize Pancasila should emphasize the ideological orientation which embodies rapid progress, a leading nation in various fields with high welfare and unity of the entire people of Indonesia steady. Revitalization of Pancasila as the manifestation of national identity, in turn, should be directed also to the development and moral development, so that Pancasila morality can be the basis and direction in an attempt to overcome the crisis and disintegration are likely to have been touched to all facets and aspects of life.

The role of education in reactivate or activate the values of Pancasila amid global challenge becomes crucial implemented. Efforts to unearth Pancasila in order to decrease the difference between das sein and das sollen should be done on a massive scale. Educational institutions have a legal responsibility and social responsibility and moral responsibility in the ground the Pancasila. This is confirmed in Constitution Number 20 of 2003 on National Education System (*Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*) stated national education is education that is based on Pancasila and The Constitution of the Republic of Indonesia Year 1945 is rooted in religious values, national culture of Indonesia, and responsive to the changing demands of the times.

The principal as leader of his school has a responsibility to apply the values contained in the five principles of Pancasila. The values of Pancasila became a reference and guide a school principal in leading the school community. The leadership of principal refers to the five principles of Pancasila. The principal became a model in implementing the noble values of Pancasila. Educational institutions as a social institution is a vehicle that is right for all citizens of the schools in the study and passes the noble values of Pancasila. Gunawan (2015:305) argues that the working attitude of a school principal gives an idea of the personality to develop leadership that is run by the principal concerned.

The theory of leadership has now grown to appreciate life values and humanity (Widdah, et al., 2012:78). Pancasila is a source of value spring water always flows in order to provide coolness to all citizens of the nation in solving the problems of society, nation and state. Pancasila became the source of the value of the character and behavior of principal in implementation the leadership of Pancasila. The leadership of principal, which is based on Pancasila is an attempt appreciation and practice of the values of Pancasila in leading his school. Pancasila became the code of conduct and being all members of the school. Pancasila has a clear and unequivocal position.

Values and Ethics Education Leadership in Perspective Pancasila

When referring to the five principles of Pancasila, then according to Gunawan (2012:74) Pancasila as the core character of the Indonesian nation, containing the five pillars of character, namely: (1) transcendence, aware that human beings are creatures of God Almighty. From Him will bring sheer devotion to God. This awareness also means understanding the existence and nature around so that they can prosper; (2) humanization, every human being is essentially equal in front of God except piety and knowledge that sets it apart, man was created as a subject that has potential; (3) the diversity, awareness there will be many differences in the world, however, able to take similarity to cultivate strength; (4) liberation, the liberation of the persecution of their fellow human beings, therefore, not justified their colonization of man by man; and (5) justice, is the key to prosperity, justice does not mean the same, but proportionally.

Principal in displaying the nature of leadership refers to the character values contained in the five principles of Pancasila. The nature, behavior, and action principals reflect the five principles of Pancasila. The school principal before talking, acting, delivering orders, give advice, and to make school policies should think in advance whether in accordance with the values contained in the five principles of Pancasila. Provision of education and learning should also refer to the principles of exemplary, moral, and ethical corresponding philosophy of life of the nation based on Pancasila. Because according to the Lemhannas (2009) through the expected birth of educational quality of human resources has a moral and individual accountability, social, institutional, and globally that will usher into Indonesian independent, advanced, just, and prosperous.

Good school leadership is to be able to explore the values of life, especially the life values of Pancasila. This is confirmed by Nugroho (2011) which states that the character of good leadership is

able to explore the values of noble culture, especially the values of philosophy, whether it's a philosophy of life and philosophy of religion. Leadership is based on Pancasila education seeks to embody and internalize the principles of Pancasila which are translated into grains of Pancasila.

This is confirmed in TAP MPR No. II/MPR/1978 on Guidelines The Pancasila (Ekaprasetya Pancakarsa) of article 4 which states Guidelines The Pancasila is a guide and a handle on life in community life of nation and state for every citizen of Indonesia, each organizer state as well as any institutions of state and social institutions, both central and local levels and carried unanimously and intact. The values and norms contained in the Guidelines the Pancasila (Ekaprasetya Pancakarsa) based TAP MPR No. II/MPR/1978 on Guidelines the Pancasila (Ekaprasetya Pancakarsa) includes 36 items, namely:

1. *Sila Ketuhanan Yang Maha Esa* **(Believe in the One Supreme God)**

Elaborated menjadai 4 items, namely: (1) trust and piety to God Almighty (YME) in accordance with the religion and beliefs of each base according to a just and civilized humanity; (2) mutual respect and cooperate between religions and adherents of different beliefs, so that nurtured harmony; (3) respect freedom of worship according to their religion or belief; and (4) does not impose a religion and belief to others.

2. *Sila Kemanusiaan yang Adil dan Beradab* **(Justice and Civilized Humanity)**

Translated into 8 points, namely: (1) recognizes the equality, equal rights and equal obligations among men; (2) The mutual love among human beings; (3) develop an attitude of tolerance and *tepo seliro*; (4) not be arbitrarily against others; (5) upholds the values of humanity; (6) likes to do humanitarian activities; (7) brave stand for truth and justice; and (8) the Indonesian nation feels itself as part of the whole human race, because it was developed the attitude of respect and cooperate with other nations.

3. *Sila Persatuan Indonesia* **(The Unity of Indonesia)**

Translated into five grains, namely: (1) put the unity, the unity, the interests and safety of the nation and country above personal and group interests; (2) are willing to sacrifice for the interests of the nation; (3) love of the homeland and the nation; (4) proud as a nation of Indonesia and the Indonesian water landless; and (5) promote promiscuity for the sake of unity of the nation's air-Unity in Diversity.

4. *Sila Kerakyatan yang Dipimpin oleh Hikmat Kebijaksanaan dalam Permusyawaratan Perwakilan* **(The Democracy Led by Understanding among Honorable Representatives from the Parliament House)**

Translated into 7 items, namely: (1) the interests of the state and society; (2) does not impose the will to others; (3) prioritizing consensus in making decisions for the common good; (4) deliberation to reach consensus pervaded by a spirit of brotherhood; (5) in good faith and a sense of responsibility to accept and carry out the decisions of deliberation; (6) consultation done with common sense and conscience in accordance with the sublime; and (7) the decisions taken should be morally accountable to God Almighty, upholding human dignity and the values of truth and justice.

5. *Sila Keadilan bagi Seluruh Rakyat Indonesia* **(Social Justice for All of the People of Indonesia)**

Translated into 12 items, namely: (1) develop a noble deeds that reflect the attitude and the hospitality and cooperativeness; (2) to be fair; (3) maintain a balance between rights and obligations; (4) respect the rights of others; (5) Like succor to others; (6) away from extortion attitude towards others; (7) not to be wasteful; (8) not luxurious lifestyles; (9) not to do anything that is detrimental to the public interest; (10) likes to work hard; (11) appreciate the work of others; and (12) together to create equitable progress and social justice.

The Model of the Leadership Pancasila in Education

Educational tasks and obligations of developing the potential of learners. In addition, the more important thing is to educate students towards a better and mature. Education mission is to educate the character, manners, and the ethics of learners in public life. Character, manners, and this ethics should be prioritized first, should be internalized in advance to students before he got a lesson. So it is important to instill manners and character ahead of the lesson to the students. This was confirmed by Gunawan (2011:32) states that education should be aware of and develop the potential of diverse learners. Education has the task of developing the human potential to the fullest collected in the physical and spiritual.

The leadership of principal and exemplary teacher in the classroom based on the values of Pancasila became the solution to the growing efforts etiquette and manners to students. Thus the need for the revitalization of the values of Pancasila Pancasila by revitalizing leadership in education. The need for a massive movement, comprehensive, integrated, and continuous by all walks of life to unearth Pancasila in every joint and activities of social life. Education has a

responsibility to continue to strengthen Pancasila as the outlook of the nation. Figure 1 is an illustration of Pancasila leadership models in the field of education.
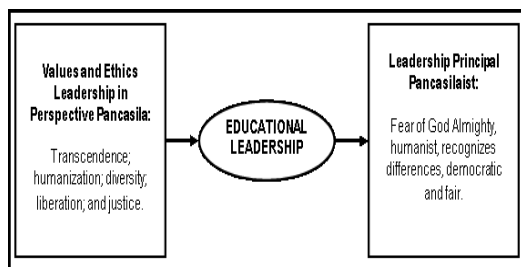
Figure 1 The Model of Leadership Pancasila in Education

Based on Figure 1 can be seen that the values and ethics of leadership in the perspective of Pancasila is transcendence, humanization, diversity, liberation and justice. Fifth values and ethics into the soul of a principal in implementation of educational leadership. The properties which reflect the principal leadership Leadership Pancasila is the fear of God Almighty, humanist, recognizes differences, democratic and fair. If the principal in leading the school to apply the values and ethics of Pancasila, then it can be assumed that the entire school community will participate also apply the values and the ethics. The principal became an example for all member schools. The headmaster became an example for all citizens in school. That will create a school environment that have a culture of Pancasila.

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PESANTREN BASED CHARACTER EDUCATION MANAGEMENT IN THE FACE OF ASEAN ECONOMIC COMMUNITY

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ABSTRACT

The era of ASEAN Economy Community (AEC) into the opportunities and challenges for ASEAN countries, including Indonesia. Readiness is not just economic, but in all sectors including education. Education contributed in the preparation of qualified human resources who are able to synergize and competition in the arena of life in all sectors. Pesantren as one of the oldest educational in Indonesia who teaches religion and science while preserving and maintaining the core values of Islamic substantive, system of culture and local wisdom as well as the challenges that are more complex in character education due to changes and developments in all areas of life as a result of globalization and AEC. Through religious education, general education, and a life skill based on values religion, morality, nationality, humanity, and Islamic brotherhood, pesantrenwere able to prepare human resource professionals and character and committed to the value of religion, nationalism, humanity, and civilization of the world.

Keywords: *pesantren, character education, asean economy community*

The launching of the ASEAN Economic Community by December 31, 2015 the doors of economic change for all ASEAN members. The changes not only affect Indonesia's economic system, but also all sectors of life including education (Arifin, 2016c). Education is the key word in any effort to improve the quality of human life, which aims to 'humanize'. Education is essentially the process of maturation quality of life. Focus education is directed to the formation of a superior personality with emphasis on the quality of the maturation process of logic and skill (*fikir*), heart and faith (*dzikir*), physical health (*jisim salim*), and good moral values and social care (*fi'il*) (Arifin, 2016a), Accumulation of this personality hereinafter called character education (Fitri, 2012). To achieve the education of character in the midst of change of the entry into force of the AEC is a challenge for education, including education schools as one of the oldest educational system in Indonesia (Arifin&Slamet, 2010).

Education is one of the most important things to prepare competitive human resources in achieving success in the era of AEC. Education is the main pillar for the advancement of a nation (Briggss, et al, 2012). Under these conditions, education should be a priority for development, without ignoring other sectors. To promote education not only by changing the curriculum and complementary facilities and infrastructure, but also pay attention to the development of Human Resources (HR), which will carry out the study (Yuwono, 2015). Therefore, to achieve better education in the future, which is a top priority for this is the improvement of human resources (HR) through quality education and evenly distributed throughout the population, and themain thing is to raise awareness for all elements of society and government and the parties concerned to improve itself (Hermino, 2015).

In this regard, the direction of education in Indonesia in the era of the ASEAN Economic Community (AEC) is in need of attention to four issues, namely the mastery of innovation, mastery of networking, mastery of technology, and control of natural resources. Against this, the education in Indonesia should be more emphasis on the ability to increase the fourth progress in Indonesia (Yuwono, 2015).

In this regard, Day, et al (2000); and Tatto (2006) argues that the development of education in a country should be based on a plan the country's national education strategy with regard to the development of existing globalization, as well as the distribution of education in terms of areal acceptable as a national policy that integrates education. More positioned when the Indonesian government and community education providers to consider more specific HR readied the quality in the face of AEC (Arifin, 2016c), because AEC is already running and Indonesia are bound all the provisions contained in it, as a consequence of the agreement ASEAN countries. One of the community's role in the field of education represented *pesantren* that face more severe challenges in the era of AEC, especially in the context of character education, because of the teachings of the *pesantren* that emphasizes the realm *diniyah* normative and conservative dealing with changes in the economic, political, social, ideological, religious commitment, and cross-

cultural behavior ASEAN as a result of the enactment of AEC.

Educational of *pesantren* in equipping the *santri*, pupil, and students with the knowledge, skills, and character appropriate and in accordance with local wisdom and climate of Indonesian, then graduated from the *pesantren* will have the confidence and motivation to develop themselves optimally, compete, creative, and synergistic based on the values uniquely *pesantren* and nationality so it can be supposed that the *pesantren* will make a positive contribution in preparing human resources now and in the future are expected to compete and synergy with other nations globally in the era of the ASEAN Economic Community (AEC).

DISCUSSION
History and Development of AEC

At the time of the establishment of ASEAN in 1967, Indonesia became one of the participating declaratory and are actively involved in it. Each implementation of the Summit (Summit) ASEAN, Indonesia is always present and participate actively following the meeting of ASEAN countries. In October 2003 held the 9th ASEAN Summit in Bali, Indonesia. In the summit began to use the concept of the Declaration of ASEAN Concord II (Bali Concord II). The summit agreed on the establishment of AEC (ASEAN Economic Community) that aims to create a single market and production base in ASEAN. In the environment of the ASEAN countries will take place the free flow of goods, services, investment, skilled human resources and the transfer of capital goods (Arifin, 2016c). AEC is one of the pillars of the ASEAN Vision embodiment, together with the ASEAN Economic Community (AEC), ASEAN Security Community (ASC) and the ASEAN Socio-cultural Community (ASCC). AEC meant to be the ultimate goal of economic, as already announced in the ASEAN Vision 2020. The move to strengthen the framework of AEC rolling in 2006 include the formulation of the blueprint that contains the target and the time of delivery of AEC clearly. Weigh the benefits and interests of ASEAN to face global competitiveness was decided to speed up the establishment of the AEC from 2020 to 2015 (12th ASEAN Summit, January 2007).

In 2012, hosted the 12th ASEAN Summit in Cebu. The meeting resulted in the Declaration on the acceleration of the establishment of an ASEAN Community by 2015. Based on the Cebu Declaration, implementation of the AEC that should be implemented in 2020 accelerated in 2015. Right at the date of December 31, 2015, AEC is applied, Earlier, on October 27 2015, President JokoWidodo has also approved the Indonesia-US cooperation in the Trans Pacific Partnership (TPP) as an Asia-Pacific free trade (Arifin, 2015; 2016b; Yuwono, 2015).

Achievement of AEC through the creation of a single market and production base unity, shown as an effort to expand through regional integration to achieve optimal economies of scale.The steps of the integration (process of liberalization and the strengthening of internal ASEAN) to achieve competitiveness strategy that is tough and on the other hand will contribute positively to society as a whole and individual ASEAN member states. AEC also made the formation of ASEAN's position is getting stronger in the face of international negotiations (Winantyo in Yuwono, 2015).

One important component in the ASEAN Economic Community (AEC) in respect of an ASEAN Framework Agreement on Trade in Services (AFAS), where this deal ultimately leads to expansion of the continuous commitment of services towards the free flow started in 2016 with the flexible include a liberalization of business services, professional services, construction, distribution, education, environmental services, health services, maritime transport, telecommunications, and tourism. One of the targets AFAS is to provide recognition of education or experience, the requirements, the license or certificate, called Mutual Recognition Arrangement (MRA). Thus Indonesia faced open competition in terms of competence.

Based on data from the Global Competitiveness Index 2015, Indonesia ranks 37th out of 140 countries. While Singapore ranks 2nd, Malaysia 18th, Thailand 32, Philippines 47, Vietnam 56th, Laos 83rd, Cambodia 90th, and Myanmar is in position 131 (Global Competitiveness Index, 2015). Based on these data concluded that Indonesia's human development index has increased compared to previous years.But still need to work hard to improve the arena of other countries, particularly in ASEAN.Through the blue print of AEC, ASEAN countries have done a variety of development: the construction of trade facilities in the sectors of information, technology, and transportation, the implementation of the ASEAN Single Window in each country, harmonization of policies such as the lack of a standard or certification of products made in ASEAN MRA (Mutual Recognition Arrangement) (Supadi, 2014).

Implementation of the ASEAN Economic Community (AEC) Blueprint 2015 has substantially achieved in, among other things, eliminate tariffs and facilitate trade; advancing the liberalization of

trade services; liberalization and facilitate investment; streamlining and harmonization of capital market regulatory framework and platform; facilitate the mobility of skilled labor; promote the development of a framework in the area of competition policy, consumer protection and intellectual property rights; promote connectivity; narrowing the development gap; and strengthen ASEAN relations with external parties (Blueprint, 2015).

ASEAN Economy Community (AEC) has five pillars, namely: (1) free flow of goods; (2) free flow of service; (3) free flow of investment; (4) free flow of skilled labor; and (5) free flow of capital. Based on the five pillars of the entire AEC members will be heading: (1) single market and production base (current free trade for the goods, services, investment, skilled labor and capital); (2) regional competition policy, action plan, infrastructure development, ICT, energy cooperation, taxation, and the development of SMEs; (3) region of equitable economic development through the development of SMEs and programs of the Initiative for ASEAN Integration (IAI); and (4) the full integration of the global economy (a coherent approach in external economic relations and to encourage participation in the global supply network.

In order to realize economic regions with high competitiveness, it needs some supporting element to achieve it all, these elements are: (1) competition policy, (2) consumer protection, (3) intellectual property rights, (4) infrastructure development, (5) tax and (6) E-commerce. According Supadi (2014) The main purpose of competition is intended to strengthen healthy competition so that doing business will maintain the quality of the product being marketed. In realizing healthy competition, the institution and legislation relating to competition policy have been established in some ASEAN countries, namely Indonesia, Singapore, Thailand, and Viet-Nam.

Character Education

Entering the AEC era in particular is part of the process towards the gate of globalization that presents a variety of challenges and implications in many areas of life. This is especially also have an impact on the education sector as a frontline in human capital investment. Cooperation of ASEAN countries in the frame of the AEC is inevitable, ready or not competition and synergy in the economic and other sectors will be faced by all nations in the world, particularly the nations who are members of ASEAN. Competition and synergy between countries in the context strongly

influenced readiness on its human resources. The main task of education in preparing human resources is the transfer of knowledge, transfer of value, transfer of attitude. Human resources are expected not only reliable and ready to compete and synergy with capital adequate competence but also has a moral and good character.

History notes that since the first human family until the present time, the true morality of a nation is closely related to reciprocation of a civilization. It has provided clear evidence that throughout the ages, many experts, philosophers and sages and religious people say that a society that is civilized, orderly, safe, and prosperous should begin with building factor of moral (positive character) as the main elements (Megawangi, 2009). Moral education is actually as old as education itself, together with the "smart", the moral that much anyway so-called character, morality, value or other term is the basic purpose of education in different countries. That is, the purpose of education leads to the formation of generations of intelligent and virtuous behavior (Lickona, 2004). However, of course the character has a wider meaning than just moral, then the character education is not just related to the true-false alone, but will include a lengthy process of planting a habit of good things continuously in life. It aims to form students who not only have a high understanding (cognitive) alone but also awareness, concern and commitment to apply the virtues in everyday life (Mulyasa, 2011).

Education is essentially not only to print only the learners to be smart but also well behaved. Lickona (2004) mentions that character consists of three interrelated parts that moral knowledge, moral feeling and moral behavior. Good character consists of knowing the good, loving or desiring the good, and acting the good. As the research findings Sumardi (2012) and Purwanti (2014) concerning the education cycle character that implementation of character education is effectively done through conditioning supportive learning environment and allow learners to proceed in the education of whole both spiritually and physically, and can access through the education centers such as educational institutions (schools, madrasas, schools), families, communities and places of worship.

***Pesantren*Education**

The term *Pesantren* in the world of education in Indonesia is always interpreted as a traditional Islamic boarding school (*salafiyah*) and or modern (*khalafiyah*). Although there is no reference or research certain about *pesantren* first established in Indonesia (Daulay, 2007: 21), but a variety of literature review of Islamic education to agreed that *pesantren* is an educational institution of Islam in Indonesia, whose existence became

infertile when deployed on a massive scale by WaliSongo in Java (Arifin, 2016b). According to Arifin and Slamet (2010) before Islam arrived in Indonesia, there has been the education system of the Hindu-Buddhist hostel and dormitory system on padhepokan. When Islam spread massive first by WaliSongo in Java, the education system Hindu-Buddhist hostel adapted and modified live material with Islamic teaching. Madjid (1997) mentions that *pesantren* are educational institutions which indigenous of Indonesia. *Pesantren* is derived from the syllables *santris* with *pe* prefix and suffix *-an* meaningful residence of students (Arifin&Slamet, 2010). The word itself comes from the students *shastri* word derived from Sanskrit which is interpreted as a tutor, one who knows the sacred books of religion (Arifin, 1993; Dhofier, 2011). Pondok*pesantren* is derived from the word "*pondok*" (like cottage) and "*pesantren*" is taken from the Arabic *funduq* which means lodging or boarding. Hence the term "*pesantren*" in the language can be interpreted as a specialty of the *santri* (Arifin, 1993). *Pesantren* education can not be separated from the state religion, until the 19th century, religion was the reason, purpose and content of religious-based education schools (Latif, 2005). Muhaimin (2003: 15) mentions the contents of traditional Islamic education pattern, characterized by: (1) prepare prospective clerics or scholars*(kiai)*, (2) less given the knowledge to face the struggles of life, and (3) the attitude of isolation. However, *pesantren* proved very dynamic and constantly renew itself, it can be viewed from the looks of the model renewal of *pesantren* that are in a position rejecting and imitate. Rejecting means will not follow the logic of the religious thought of the modernists, modeled on making the curriculum and the learning model of the modernists as a reference change in *pesantren* (Azra, 2008)

Abdillah (in Umiarso&Zazin, 2011) mentions four models organization of *pesantren*, namely: (1) *pesantren* which organize formal education by implementing the national curriculum, (2) *pesantren* that organize religious education in the form of madrasas, (3) *pesantren* which only teach science religion in the form of madrasah diniyah, (4) *pesantren* are just a recitation. While Ziemek (in Umiarso&Zazin 2011) divides into five models, namely: (1) Model A, the mosque became the center of activity, (2) Model B, the addition of the cottage, (3) Model C, the madrasah as a symbol of modernization, (4) Model D, their formal school education and additional skills, (5) Model E, type modern*pesantren*.

Specialization public to a wide selection of schools as intended, it can be seen from the *pesantren*statistics as reported Hakim (in Abubakar, 2014) that the number of *pesantren* in Indonesia until the year 2013 as many as 27 230 *pesantren* scattered throughout Indonesia. This amount consists of as many as 14 459 *salafiyahpesantren*, as many as 7,727 modern *pesantren* and boarding combination of modern salafi and as many as 5,044 schools. Divided into three types, (1) 53.10% some 14 459 *pesantren* are *salafiyahpesantren*, (2) 23.38% 7,727 number-trend boarding a message *khalaf* (modern), and (3) 18.52% 5.044 number of *pesantren* are combination*pesantren*.

Role of *Pesantren* in Character Education

Pesantren as an Islamic-based education institutions in the face of globalization and the AEC has made changes, adaptation and preparation flow naturally. One aspect of education is very strong run *pesantren* is character education. Some research on character education in schools has been done by researchers. Best Practice for character education system in *pesantren* one of which can be realized by PondokPesantren Modern Gontor. The New York Times (2/10/2016) to lower the article entitled "In Indonesia, Madrassas of Moderation", who appreciate PondokPesantren Modern Gontor as *pesantren* alumni are becoming important and influential people in Indonesia. Posts Fuadie (http://nasional.kompas.com/read/2016/09/29), Writer *Novel Negeri 5 Menara* is also one of the portraits of alumni Gontor successful, wrote in one of his writings on Kompas mentioned that students of *pesantren* in middle and high school age do not go home, but sleep, eat, study and live in a *pesantren*, under the guidance of teachers and *kiai*who also lived there. They learn to be independent, take care of yourself, from washing clothes, dining set, to set up a schedule of learning. One of the leaders Gontor, KH Hasan Abdullah Sahal, said, this is the total education. Gontor believe what is seen, heard and felt in the cabin is education. Thus, the learning activities in the classroom, which runs six hours a day, only a small part of the educational process itself.Planting more code running outside the classroom, in the hostel, in extracurricular activities, and in the interaction of students with *kiai*, teachers, and their friends from various tribes and nations. Thousands of students Gontor are coming from all provinces in Indonesia and foreign countries, such as Australia, Singapore, until the United States. Planting these characters are designed in a planned and guided by a resolute discipline enforcement and the obvious consequences. Character of children treated each time by *kiai* and teacher who also serves as a role model (*uswatunhasanah*).

In the management of character education, *pesantren* gait proved well able to present a positive and effective contribution. Research conducted Hermansyah (2009), Zuhry (2011), Sumardi (2012), Izfanna and Hisham (2012), Ghani (2012), Nuryadin (2014), Purwanti (2014), and Muklasin (2016) found the management of education characters at Islamic boarding school contains loads of value investment process, integrated character, which includes a series of capacity-building process, the ability and skills to students in various fields as a preparation for life and answer the national challenges, globalization and the AEC. The results of this study can be seen in Table 1 below

Table 1. Character Education Research in Pesantren

Researcher and Title	Research findings
Hermasyah (2009) Pondok*Pesantren* and challenges of globalization (Pondok*Pesantren* Efforts Musthafawiyyah New Primitive North Sumatra to Defend Traditional System)	Globalization does not give effect to the territory of theology at *Pesantren* community Musthafawiyyah New Primitive North Sumatra, but the effect on the life style of students, educators, institutions, methods, and evaluation. Pupils are affected introduced in the form of global media language laboratory and internet, as well as equipping the science in agriculture. The style of charismatic leadership first-paternalistic, as part of a global leadership issues which tend to shift to a democratic style. While the purpose of schools has now been sought to be strengthened in print cadre of *ulama'*, *tafaqquh fi al-din*, the values of Islam, traditionalism, and the establishment of the yellow book learning. Other findings are also quite interesting is the effort made by the Pondok Pesantren Musthafawiyyah New Primitive North Sumatra in warding off the onset of polarization in different geographical scale as a result of the communication network and global cultural products as well as maintaining the traditional values of Islam in traditional schools. Policies pursued by, among others, by affirming the values of tradition and
	substantive Islam through learning with the yellow book, the preservation of residence students at the *pesantren*, develop science paradigm holistically and not a dichotomy of religious knowledge and the public, as well as providing educational facilities and skills that modern.
Zuhriy (2011) *Pesantren* Culture and Character Education at *Pesantren* in *PondokPesantren* SalafIhyaulUlum Islamic Boarding GilangBabat and LangitanWidangTuban	Found two aspects. The first *pesantren* as a subculture has three core components, namely leadership *kiai* who are independent, are not co-opted by the government, the books references recitation came from the classics and the last has a value particular system developed from the studies of the books of classical Islam (yellow book). The component has moved in line with the dynamics of *pesantren* to form its own culture. Among the *pesantren* that developed culture is a culture of discipline, self-contained culture, the culture was clean and tidy, and the culture of environmental care. These cultures are formed as a result of habits which is constructed by boarding students as character education. Second, the factors that support the success of character education in *pesantren* there are three things, namely (1) providing a kiai model; (2) the intensity of the interaction of the characters continuously conducted both among *santris*, administrators with *santris*, and caregivers with *santris*; (3) the rules and regulations in the form of Regulation Santri used to protect the cottage policies, policies on the basis of elaboration of *kersodalem* (the will) *kiai* and vision and mission *Pesantren*
Sumardi (2012) Images of Character Education at Pondok PesantrenSalafiah	This study found four aspects of character education in *pesantren salafiah*. First, character education and best practice are created in the right situation with the philosophy of life of the *santri*. Second, character education is taught using learning patterns exemplary rather than in the classroom.

	Third, character education must be implemented in everyday life for the *santri* studying in a *pesantren* educational environment conducive and supportive. Fourth, character education and best practice are not only oriented to the *duniawi*, but more on *ukhrowi* meaning, the meaning of life and taqorub to God. .	PurukCahuMurung Raya Regency	oriented to the formation of tolerant character where the learning materials for the students load the coaching process to think broadly and openly, and not get stuck in the thinking and behavior of the radical. This study also found that the values of democracy, tolerance, humanism, human rights and the value of an inclusive education system at Pondok Pesantren Karya Pembangunan PurukCahuMurung Raya Regency
Izfanna&Hisyam (2012) "A Comprehensive Approach in Developing *Akhlaq* a Case Study on the Implementation of Character Education at *PondokPesantren* Darunnajah"	The findings of this study indicate that the Pondok*Pesantren*Darunnajah adopt a comprehensive approach to character education that is placed on the values of Islam as the main philosophy. The majority of teachers and students reported that *Pesantren*Darunnajah educate and develop the character of students to impart knowledge, creating conditions that support or the environment, and provide opportunities for students to practice and work .	Purwanti (2014) *Pondok Pesantren*Based Character Education Implementation in Islamic Religious Education Learning at SMP Ali Maksum - Yogyakarta	This study found that implementation of character education-based *pondok pesantren* conducted continuously throughout the 24 hours (all day education) in a conducive environment. Islamic Education Teachers and counselors dormitories are integrated together inculcate Islamic values in the form character code: religious (through prayer *fardhu* congregation, *sunnah* prayers, *dzikir, tasbih, tahmid, takbir*, and *tahlil* as many as 33 times, *tadarus* and *sholawat* read and pray before the *asmaul husnah*), discipline, respect and courtesy, responsibility, self-reliance, teamwork, simplicity, cleanliness, creative, fond of reading, curiosity, honest, sincere, open and tolerant.
Ghani (2013) *PondokPesantren* role in the Young Building Character and Its Implication Personal Security (Studies in *PondokPesantren*J amiyyahIslamiyah Ceger Canyons Village East Mangu Sub PondokAren South Tangerang City, Banten Province)	The findings from this study that (1) the role of *pesantren* in building the character of the young generation in order to support the resilience of private students is not maximized, (2) on the other hand the role of *Pesantren* in building the character of the young generation is proven to support the resilience of private *santri*, (3) the implementation of the building the character of the younger generation to support the resilience of private *santri*, is running as it should, (4) the character education conducted optimally through the cooperation of all elements of education, and (5) *santris* have the resilience resilient in the face of threats that come from within and from outside itself, and resilience *pesantren* can be realized.		
		Muklasin (2016) Pupils Character Education Management (Qualitative Studies in *Pesantren* Bahrul'Ulum Margodadi District of Sumberejo,Tangga mus Regency)	Planning character education *santri* conducted by *kiai*, religious teachers, and administrators related to the determination of the needs, the reason the program, subject and object, time, place, and way of realization of the program. Organizing character education *santri* include workforce management, facilities and infrastructure, as well as the management of tasks and responsibilities of the actors. Coordinating the character education of *santri* is done by consultation with relevant actors. Implementation of character education students performed using *kasbi, tazkiyyah*, models,
Nuryadin (2014) Multicultural education at Pondok Pesantren Karya Pembangunan	The study found that the development of multicultural education at *pesantren* is an important part of character education. Implementation of multicultural education		

motivation, rules, and habituation. Rate character education *santri* use assessment report cards, *haliyah*, as well as evaluating the community including alumni of the *pesantren.*

Challenges and Opportunities Character Education of *Pesantren* in the Era of AEC

Indicators that are often referred to measure the readiness of the institution and its graduates are the skills, reading and writing, it is also true for *pesantren*. This means that *pesantren* today are faced with a demand to change or adapt in terms of teaching and training systems. The existence of *pesantren* which is considered traditional and conservative as a result of the exclusivity of *pesantren* that are less open to developments there and get stuck in the teaching system that have the character of dialogue and doctrinal, less dialogical emancipatory. However, history proves that the real boarding is very dynamic and very capable to adaptation with age (Geerzt in Arifin&Slamet, 2010). Motion changes and updates have been made by *pesantren* since the arrival of the Dutch in Indonesia, where the *pesantren* wisely can position itself as an educational institution that contributes actively to Indonesia. Engaged in the struggle for independence, continue to run after the independence until today contribute to the development of the nation's intelligence through various lines of non-formal education and formal, from basic to higher education levels (Arifin&Slamet, 2010).

Contributions to the development of the nation's intelligence is demonstrated by many *pesantren* to hold various educational efforts were able to produce graduates who are qualified, not just a candidate of *kiai*, *ustadz*, *mudin* or *ulama* alone, but also prepares human resources intellect. The slogan was developed in *pesantren* to *Ulama* Intellect produce, and Intellectual *Ulama* produce. *Pesantren* movement is reflected in curriculum development in *pesantren* with science payload content of religion (*aqidah*, *akhlak/Sufism*, *Fiqh, Qur'an-Hadits*) with general knowledge and life skills, such as trade, foreign languages, economy, agriculture, networking, entrepreneurship, ICT and others. Hafidhudin (Republika Daily, 3/02/2015), called *pesantren* such as *pesantren* teaching and behavior, and that schools are ready to compete in the era of AEC. Of course not all *pesantren* antithesis is ready for the AEC. *Pesantren* are classified as not yet ready *pesantren* teaching and behavior

According to Koesoema (2013), in *pesantren* education, individuals supplied by a great spiritual power. Then cultural contacts and contacts with a strong community, it can actually be a capital *Pesantren* education system in the face of the challenges of AEC. System of *Pesantren* is very dynamic, which in addition to the power of value-use values of traditional and book drilled with the model memorizing, then spirituality, realized through the practices and the development of language skills of the *santri* in the meaning and oral communications-written in *Pesantren* Modern is a very valuable capital for the *santri* in the face of AEC.

Abubakar (2016) wrote that if the AEC is synonymous with quality and competition, while boarding synonymous with sim plicity and familiarity are filled with the main characters as a simple, self-reliance, mutual help spirit, discipline , or *pesantren* character Gontor called Zarkasyi (2015) based PancaJiwa (five of soul) namely: (1) sincerity, (2) simplicity, (3) independence, (4) *ukhuwahIslamiyah* (Islamic brotherhood) and (5) freedom in determining the field of struggle and life.

All of which have relevance where competition requires human resources resilient, disciplined and willing to continue to learn. This means that the schools were able to take part in the competitive era during *pesantren* run on the corridor characteristics that are loaded with core values of *pesantren*. It also warns that any boarding conditions will be the balancing of the negative effects of the changes while maintaining the traditional-classic heritage which is the identifier of substantive value, culture and local knowledge systems of each schools. Balance is taken boarding of *qoidahushul* namely *muhafadhah 'alaqadiimash-shaalih, walakhdu bi-al jadiid al-ashlah* means maintaining the old values are still good while reaching new values are better. This is innovation and innovation diffusion of *Pesantren* style, or called by Abubakar (2016) as the core-values of the current *pesantren* that made timeless by the changing times.

From the foregoing it can be understood that the management of *pesantren*-based character education in the era of the AEC is to integrate the core values of *pesantren* with adaptation, change, quality, competitiveness, and synergy of growing globalization and AEC contained in Figure 1 below.

Figure 1. Pesantren-based Character Education Management face the AEC Era

CONCLUSION

AEC era with all the dynamics of the opportunities and challenges for all dimensions of life of the Indonesian people at this time is a necessity. In the meantime, there is one education system in Indonesia named *pesantren* with dormitories and implemented the system all day education that has been able to bring an answer to the needs of educational models that can build character in confront challenges of globalization and the AEC. *Pesantren* are ready to face the challenges of the AEC is a *pesantren* that not only teach the books of classical Islamic or yellow book, but also science and technology in accordance with the demands and changing times with character education spiritual and nationality in order to identity of Indonesia did not share eroded in change and the development of the world

Ability *pesantren* as an educational institution indigenous Indonesian to adapt as well to survive in the dynamics of globalization and the era of AEC lies in gait schools in the development of three aspects: education based on religion, general science, and life skill by keeping the core values of substantive, system culture and local wisdom that forms identity and character of each *pesantren* graduates to retain character principle-based nationalism, humanism, religious, and world civilization.

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ANALYSIS OF THE USE OF LOCAL GOVERNMENT ACCOUNTING INFORMATION: A TEST FROM THE PERSPECTIVE OF INTERNAL ORGANIZATION AND ROLE OF REGULATION

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ABSTRACT

Research focused to determine the significance of the influence of internal factors (capability of personnel, internal control, compliance tasks, teamwork and work facilities), and the stimulant of external factors such as government regulation to the use of accounting information in the government office (SKPD) of Mataram city. The study design using associative research, with observational data of 156 people. The formation of associative models using moderating regression analisys, with the first test using the classic assumption and continued with a significance test and the utilization model parameters RMA. The findings in this study proves only the capabilities of personnel who have a significant effect partially, but other internal factors (except teamwork) can have a significant effect partially through stimulants government policies in influencing the government's use of accounting information in SKPD Mataram. The implication of these findings is the central government needs to implement policies for the regulation and the effectiveness of local governments always follow up to make it more operational.

Keywords : Accounting, , internal control, , teamwork, , government regulation.

Financial management in public organization is vital, because it can produce different organizational performance. Mahmudi (2007: 6) states the benefits as the basis for the determination and prediction of government financial health, the changes that have and will occur, monitoring the performance, planning and budgeting as well as performance evaluation managerial and organizational (determining the cost of programs, functions and activities, making it easier to compare the criteria predefined and performance units other governments, to evaluate the level of economy, efficiency and effectiveness of operations, programs, activities and certain functions of government, evaluate the results (outcomes) of a program, function and activity as well as effectiveness against objectives and targets as well as to evaluate the level of equity and justice).

Importance of financial statements public organization (government) can also be seen from the attention of the United Nations in providing guidelines, such as the preparation of accounting must be in accordance with the constitution of the country concerned, it can provide information that is accountable and auditable, providing information as the basis for planning and evaluation (Ratna, 2010: 7). The Indonesian government itself give high attention, judging from the continuous revision on the accounting system of government, basing itself on the last actual system, which was

originally based cash. Referring to the government's work in making the regulations, there are early indications that the government regulation as an important thing to be able to create the use of accounting information as a basis for managing and other work in the organization.

Related with the theoretical concept of the use of accounting information, contained a theory of entity, agency theory, stewardship theory, institutional theory, the theory of principal and signal theory (signaling theory). In this study, using the theory of stewardship, with the thought that the agents, managers (the state apparatus, officials of public organizations) do not work for its own sake, but for the benefit of the owners (stakeholders-public). There are some previous research that has researching the use of accounting information, one study Yuliati (2014) with a research subject of SMEs in Mataram. The study classifies government regulation as moderate variable, with the finding that government policy does not provide a stimulant on the internal factors of SMEs in the use of accounting information.

Empirical facts in Mataram there are fundamental issues that are still unresolved, such as unemployment, more than 40.00 per cent of the population was at the level of the poor as well as high economic gap. Other problems in the aspect of city planning, waste management and other aspects. Local Government unit (LG unit) in Mataram still needs to be improved, which is more oriented in their work using empirical data generated by LG unit financial statements. Associated with this

description, researchers interested in conducting studies on the use of accounting information, by looking at the role of internal factors such as the capability of personnel, internal control, compliance tasks, teamwork and work facilities and stimulant from government regulations.

Based on description above, formulation of the problem can be made as follows: (1) Is there any significant influence of internal factors (capability of personnel, internal control, compliance tasks, teamwork and work facilities) on the use of accounting information on local government unit in Mataram? and (2) Is the external factors such as government regulations significantly became stimulants (moderation) on the internal factors to influenced the use of accounting information on local government unit in Mataram?

Based on the formula above problems, this study has the following objectives: (1) To determine the significant influence of internal factors (capability of personnel, internal control, compliance tasks, teamwork and work facilities) on the use of accounting information on education in Mataram, and (2) to determine the significance of stimulants external factors such as government regulations became stimulants (moderation) on the internal factors to influenced the use of accounting information on local government unit in Mataram.

THEORETICAL BASIS
Central and Regional Financial Balance

The working principle of the balance between central and local governments as sub financial system is a consequence of the division of tasks between the central government and local authorities (Article 2, paragraph 1 of Law No. 33 of 2004). The financial division of the central government to local governments related to the assignment with due regard to stability and fiscal balance (article 2, paragraph 2 of Law No. 33 of 2004). Finance countries and regions need to get the settings, where basic settings by recording using a standard general (government accounting system and accounting system of local government).

Reform era has given the real change on the system and its subsequent impact on many aspects, including the financial management elapsed areas. Financial management include "the overall activities of local financial management officer in accordance with the position and authority that includes the preparation, implementation, administration, reporting, oversight and accountability of regional finance (Halim, 2010:4).

These various changes to the issued new regulations on accounting of local government today is the implementation reforms of financial management. Changes at the top as basis for analyzing the accounting information usefulness.

The focus of this study is related to how the state apparatus utilizing the financial statements produced by each Local government unit. The purposes of financial statements were produced by local government unit is not limited at reporting and accountability only, but how the state apparatus can make it as basic of problem solving and other decision-making.

Government accounting

Halim (2004: 28) identifies the accounting for the private sector known as commercial accounting, accounting for the government in the form of government (public sector accounting) and accounting for social entities in the form of social accounting. The classification by Sugijanto, et al (1995) declared the areas of accounting, the accounting of government (governmental accounting), accounting commercial (commercial accounting) and social accounting (social accounting).

In government accounting, the data used to provide information about the economic and financial transactions of government to the executive, legislative, judicial and community (Halim, 2004: 27).

Stewardship theory - The use of Government Accounting Information

the use of accounting information in Stewardship theory are based on the work of the manager (state officials, officials of public organizations) as stewards for the owners' interests. Implementation of the work in the use of accounting information is not in the interests of the agency, if there are differences of opinion and interests, then there an effort to coordinate. Users of accounting information worked to realize the goals of the organization and as a goal of public organizations directly or indirectly to the welfare of society. Another important point in the Stewardship theory is the state apparatus working to protect the entire wealth of the organization as well as to maximize the wealth (Donaldson & Davis, 1989 in Raharjo, 2007).

public organization that emerged as a central of responsibility fees, revenue and others, then context of optimize the wealth in order to maximization. Meaning of optimization is to maximize the objectives and minimize costs. Stewardship theory is quite complex, it can be seen from the aspects that surrounded. Harnandez (2007) identifies aspects into outputs Stewardship theory or concept in the form of:

1. Accept personal responsibility from the owner.
2. Perform acts of service balance between attention to stakeholders with their own interests.
3. Perform the actions impartial in serving the interests of internal and external to the organization.

In realizing that work, the Stewardship theory emphasis on the dimensions of an relationship endorsement (fair on employees, concern on employees and respect on employees), the motivating factor (resources, self-determination, efficacy), support for contextual (vision, uniformity and coordination) as well as the moral aspect in the form of moral concern, concern over the risk, authenticity and moral action (Harnandez, 2007).

CONCEPTUAL FRAMEWORK AND DEVELOPMENT HYPOTHESIS

Based on the formulation of the problem, research objectives, and the theoretical foundation, the conceptual framework of the research can be seen in Figure 1.

Figure 1. Conseptual Framework Research
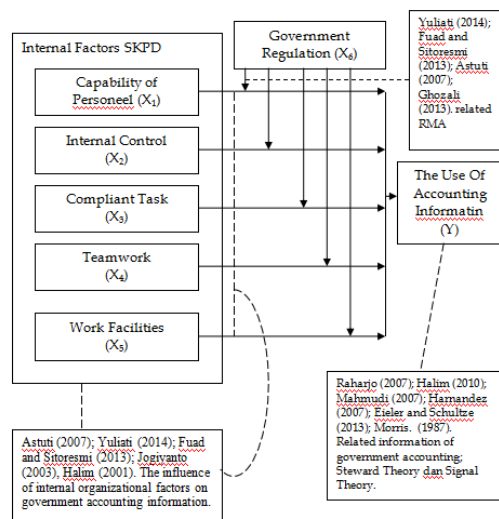
Based on the conceptual framework in Figure 1 above, the development of the hypothesis in this study can be described as follows:

Influence of Capability Personnel against the use of Information Accounting with Government Regulation As moderating variables.

Based on the theoretical study and previous research, can be concluded that the capability of personnel is an important factor that determines how the use of accounting information of local government. Placement of

appropriate human resources will support an increase in the utilization of government accounting information. Hypothesis while that can be drawn is:

H1a: There is a significant influence on the capability of personnel against the use of accounting information on the Local government unit in Mataram.

Based on the theoretical study and previous studies, we can conclude that government regulations may affect the relationship between the capabilities of personnel against the use of accounting information of local government. Government regulation that is likely to change course, it will be difficult for the employees in the proper use of financial information. So capabilities personnel sufficient needed to increase the use of local government financial information. Hypothesis while that can be drawn is:

H1b: There is a significant stimulant of Government Regulation on the capabilities of personnel agaits the use of accounting information on the Local government unit in Mataram.

Influence of Internal Control again the Use of Information Accounting with Government Regulation as moderating variables.

Based on the theoretical study and previous studies, we can conclude that internal control is an important factor that determines how the use of accounting information of local government. Adequate internal controls will support an increase in the utilization of government accounting information. Hypothesis while that can be drawn is:

H2a: There is a significant influence of the Internal Control against the use of accounting information on the Local government unit in Mataram.

Based on the theoretical study and previous studies, we can conclude that government regulations may affect the relationship between internal factors with the use of accounting information of local government. Government regulation that is likely to change course requires adequate internal controls to increase the use of local government financial information. Hypothesis while that can be drawn is:

H2b: There is a significant stimulant of Government Regulations on Internal Control against the use of Accounting Information on the Local government unit in Mataram.

Influence of Compliance Task against the use of accounting information with the Government Regulation as moderating variables.

With reference to the theoretical basis and prior studies can be concluded that appropriate tasks can increase the utilization of local government accounting information. Placement of appropriate personnel between competence with the

description of the duties would support an increase in the utilization of government accounting information. Thus, hypotheses while that can be drawn is:

H3a: There is a significant influence of the Compliance Task against the use of accounting information on the Local government unit in Mataram.

Based on the theoretical study and previous studies, we can conclude that government regulations may affect the relationship between internal factors such as the suitability of tasks with the use of local government accounting information. Government regulation that is likely to change should be balanced with duties and responsibilities that correspond to each field that is expected to maximize the use of local government financial information. Hypothesis while that can be drawn is:

H3b: There is a significant stimulant of Government Regulations on Compliance Task against the use of Accounting Information on the Local government unit in Mataram.

Influence of Teamwork against the use of accounting information with the Government Regulation as moderating variables.

Based on the theoretical study and previous research, it can be concluded that teamwork is an important factor that determines how the use of accounting information of local government. Hypothesis while that can be drawn is:

H4a: There is a significant influence of Teamwork against the use of accounting information on the Local government unit in Mataram.

Based on the theoretical study and previous studies, we can conclude that government regulations may affect the relationship between internal factors such as teamwork against the use of accounting information by local governments. Government regulation that is likely to change should be balanced with a solid teamwork which is expected to maximize the use of local government financial information. So hypothesis while that can be drawn is:

H4b: There is a significant stimulant of Government Regulations on Teamwork against the use of Accounting Information on the Local government unit in Mataram.

Influence of Work Facilities against the use of Accounting Information with the Government Regulation as moderating variables.

One of the factors expected to affect the use of financial information is a condition that facilitates. The conditions that facilitate users proven significant positive effect on interest in the use of information systems. This is shown by research conducted Ellyana, et al. (2009) to assess the effect of the conditions that facilitate user to the use of information systems in the government on the island of Madura. The result shows the factors of condition that facilitates significantly influence the interest in the use of information systems.

Based on the theoretical study and previous research, it can be concluded that the condition which facilitates the user can increase the use of local government accounting information. Hypothesis while that can be drawn is:

H5a: There is a significant influence of work facilities against the use of accounting information on the Local government unit in Mataram.

Based on the theoretical study and previous studies, we can conclude that government regulations may affect the relationship between internal factors such as work facilities against the use of accounting information on local governments. Government regulation that is likely to change course requires physical facilities and adequate support so as to maximize the use of local government financial information. Hypothesis while that can be drawn is:

H5b: There is a significant stimulant of Government Regulations on Teamwork against the use of Accounting Information on the Local government unit in Mataram.

METHODS

This type of research is associative research, there is even moderate variable that giving stimulants on the independent variables affect the dependent variable. The study was conducted on all local government unit in Mataram. personnel who serve as respondents are echelon II and III, with the total at 15 local government unit as many as 284 people. Total respondents determined by the formula Slovin with alpha 5.00%, as many as 156 people, then determined the number of samples for each local government unit with proportional random sampling technique. The variables in this study consists of internal factors such as the capability of personnel, internal control, compliance tasks, teamwork and work facilities. Moderate variable is government regulation and the dependent variable is the use of accounting information.

The procedure begins with the analysis of variable measurement, test validity (product moment correlation test scores) point to the total score of each variable and test reliability (Cronbach alpha test). Valid and reliable indicators as the basis for the measurement of each variable and can be analysis by Moderate Regression Analysis (MRA). Stage work continued with the classical assumption, the model building MRA and significance tests. Classic assumption test consisting of normality test (normal distribution model and the residual Kolmogorov-Smirnov test), multi-collinearitas test (test VIF) and hetero-scedasticity test (test Park). RMA models that will be established are:

$$Y=b_0+b_1X_1+b_2X_2+b_3X_3+b_4X_4+b_5X_5+b_6X_1.X_6+b_7X_2.X_6+b_8X_3.X_6+b_9X_4.X_6+b_{10}X_5.X_6+e_i$$

Information:
Y = The use of accounting information
X_1 = Capability of personeel
X_2 = Internal Control
X_3 = Compliance task
X_4 = Timwork
X_5 = Work Facilities
X_6 = Government regulation
$X_i.X_6$ = Stimulants government regulation on internal factors
b_i = Regression coefficients
b_0 = Constanta
e_i = A random variable

TEST RESULT

Normality test found in the Kolmogorov-Smirnov test, the test results indicate that criteria H0 was accepted. The resulting alpha value significance greater than 0.05, so it can be stated that the residual distribution assumption of normality models that qualify are met.

The next assumption is heteroscedasticity test by test Park, it was found that each factor (lnXi) no significant effect on lnei2, so homoscedasticity requirements are met. Model consistency can be guaranteed, in the sense of observation data changes do not significantly alter the resulting model.

At this stage of multicollinearity test, was found at each stage of the testing occurred a few cases each variable has a strong relationship with other variables, are marked with VIF> 10. The results of this test showed that the variables which serve as inputs of the model building will be guaranteed efficiency.

MRA models are produced, as follows:

$$Y=-0,704+0,892X_1+0,202(X_6.X_1)+0,039(X_6.X_2)+0,144(X_6.X_3)+0,034(X_6.X_5)$$

Partial significance test with t test, it was found that the criteria Ha accepted only occur for a variable capability of personnel (X1), stimulants of government regulation on the capability of personnel (X6.X1), stimulant

government regulation on internal control (X6.X2), stimulant government regulations on the compliance task (X6.X3) as well as stimulants of government regulation on work facilities (X6.X5).

Concurrent significance test found that the value of F test of significance alpha of 0.000, indicating that all internal factors and the regulatory role of government as a stimulant simultaneous significant effect on the use of accounting information. The resulting final model obtained the R2 value is quite high, because of greater than 0.50. The significance of the R2 value of 0.682 is a variation of the rise and fall use of accounting information in local government unit of Mataram City can be explained by changes in the capabilities of personnel and government regulation to provide a stimulant on the capability of personnel, internal control, compliance tasks and working facilities.

DISCUSSION
Influence of Capability Personnel against the use of Information Accounting with Government Regulation As moderating variables.

The first hypothesis sub a (H1a) in this study is a significant influence on the capabilities of the personnel against the use of accounting information in local government unit of Mataram. This hypothesis is proven, it can be stated right or acceptable, that the condition on education personnel capabilities in Mataram city has a significant effect against the use of accounting information by government's. It can also be stated that changes little on the capabilities of personnel local government unit of Mataram City will provide a real change on the use of accounting information.

The first hypothesis sub b (H1b); affirming that there is a significant stimulant of government regulation of the capabilities of personnel agains the use of accounting information in the government sectors in Mataram city. Results obtained indicates that the criteria are accepted or hypothesis formulated Ha accepted. The results of this study indicate that government regulation is able to strengthen the capabilities of personnel in the government's use of accounting information in Local governments unit of Mataram.

Influence of Internal Control against the Use of Information Accounting with Government Regulation as moderating variables.

The second hypothesis sub a (H2a); there is a significant influence of the internal control agains the use of accounting information in the government sectors in the city of Mataram. Proving the hypothesis shows that the accepted criteria are null hypothesis (H0), means that the hypothesis is built rejected Internal controls run by local government units in Mataram has no significant

effect partially against the use of accounting information government's.

The second hypothesis sub b (H2b); there is a significant stimulant of Government Regulations on Internal Control in the use of government's accounting information on local government unit in Mataram. This hypothesis is accepted, because the partial significance test accepted criteria is Ha.

Influence of Compliance Task against the use of accounting information with the Government Regulation as moderating variables.

The third hypothesis sub a (H3a); significant influence on the compliance task against the use of accounting information in local government unit of Mataram. Significance test produces proof that H0 accepted. This means that internal conditions organizations that provide appropriate positions, did not have a significant influence againts use of accounting information in local government units of Mataram.

The third hypothesis sub b (H3b); there is a significant stimulant of government regulation on the compliance task in the use of accounting information on local government unit of Mataram. Findings in a significant test of the government stimulant regulation on the suitability of duty in government affect the use of accounting information in local government unit of Mataram, turned out to accept the alternative hypothesis (Ha acceptable).

Influence of Teamwork against the use of accounting information with the Government Regulation as moderating variables.

Sub a fourth hypothesis (H4a); there is significant influence of teamwork on the use of accounting information on local government units of Mataram. Result on variable testing shows that the accepted criteria is H0. Teamwork can not affect the use of accounting information in local government units of Mataram.

The fourth hypothesis sub b (H4b); there is a significant stimulant of government regulation of the relationship between teamwork with the use of accounting information in local government units of Mataram. result on significance test is H0, means government regulation can not be a real stimulant to influence the use of accounting information.

Influence of Work Facilities against the use of Accounting Information with the

Government Regulation as moderating variables.

Hypothesis fifth sub a (H5a); The results in this study indicate that the internal conditions of work facility in local government unit of Mataram has no significant effect partially against the government's use of accounting information.

Hypothesis fifth sub b (H5B); there is a significant stimulant of government regulation of a working facility against the use of accounting information in local government units of Mataram. The results of this study indicate accepted criteria is Ha. Government regulation needs to be improved and enhanced greatly, because it provides a real stimulant for the completeness of the facility to influence the use of accounting information.

CONCLUSION, AND SUGGESTIONS

Based on the discussion of the research results, it can be concluded as follows:

This study had found evidence of a positive effect of variable capability of personnel on the use of accounting information. That is, with the increased capability of personnel in local government units scope of Mataram will increase the use of accounting information. While internal factors such as internal controls, compliance tasks, teamwork and working facilities did not significantly influence the government's use of accounting information in local government units of Mataram. That is, Increase or decrease in variable internal controls, compliance tasks, teamwork and working facilities will not affect the increase or decrease in the use of accounting information in local government units of Mataram.

This study managed to find empirical evidence that government regulatory factors influence as a stimulant to moderate the effect of variable capability of personnel, internal control, compliance tasks, and work facilities. This indicates that the regulations made by the government to date supports the improvement of the relationship between internal factors used in this study (variable capability of personnel, internal control, compliance tasks, and work facilities) with an increase in the use of accounting information in Local government units of Mataram.

This study has limitations that can be improved in future studies. Limitations that must be observed and suggestions of the limitations encountered by researchers in the study, among other things: (a) The scope of this research is only done on a working unit in the city of Mataram, thereby generalizing the findings and recommendations of this study are less able to apply to areas outside the local governments units of Mataram. Therefore, to obtain general conclusions need to do more extensive research; (b) This study explores in more depth less related

variables examined where the results of research based on the choice of responses; (c) This study explores the lack of other factors that may affect the use of accounting information to obtain more comprehensive results as work motivation factor; (d) The internal variables such as internal controls, compliance tasks, teamwork, and work stations used in this study did not provide significant results. This indicates that the instrument used in this study still need improvement and development for future research.

This study has several suggestions that can be used both by the government, especially the central government as well as for further research. The suggestions can be formulated in this study are as follows: (a) Subsequent research can develop research results by adding the object, such as other areas outside the Government SKPD Mataram; (b) Future research is also expected to be explored in more depth with the research does not only rely hasiil questionnaire answers of respondents, but also to do a question and answer directly to the respondents so that it can provide more accurate results; (c) Future studies are expected to explore other factors that may affect the use of accounting information to obtain more comprehensive results as work motivation factor; (d) Future research can develop and improve existing research instrument that can answer the problem formulation developed in future research.

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THE EFFECTS OF THE DOMINO MATH GAME TOWARDS THE ABILITY OF NUMBER INTRODUCTION FOR STUDENTS WITH INTELLECTUAL DISABILITY

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ABSTRACT

Students with intellectual disabillity have below-average of intelligence level, so that, they need special services and counseling. Students with intellectual disability have difficulty in mentioning numbers, understanding the meaning of numbers, writing the numbers, and counting the number in sequences. The domino math game is designed to help students understand the numbers. The purpose of this study was to describe the effects of domino math game towards the ability of number intoduction for students with intellectual disability. The study design was Quasi Experimental with shapes Times Series Design. Collecting data was pre-test and post-test. Data analysis was Wilcoxon's signed rank test. The conclusion was there was any significant effect the domino math game towards the introduction number ability for students with intellectual disability

Keywords: *domino math game, ability of Introduction number, intellectual disabillity.*

In general, a student with intellectual disability has the ability and intelligence in below average. According to Effendi (2006:110) a student with intellectual disability is a child who has a very low level of intelligence so as to pursue development tasks he needed the education and counseling services in particular. The student with intellectual disability in this study is mild retarded child that can still be taught to read, write, and simple arithmetic.

Ability to know the numbers are the basic things that must be mastered child in learning mathematics. Children who have the ability to know the numbers will easily understand math at a later stage. The number introduction given for children with intellectual disability are able to recognize the forms of numbers in mathematics simply useful to help children with intellectual disability up to the next class. According to Abdurrahman (2003: 254) refers to the concept of the introduction of a basic understanding of numbers. Students develop a concept when they were able to classify objects.

A student with intellectual disability has difficulty in recognizing the numbers, mentioning numbers, understand the meaning of numbers, write, and count the number in sequence and the use of media in learning the game serves to help children with intellectual intellectual to understand the information obtained. Play (play) is a term used freely. According to Hurlock (1978: 320), plays perform voluntarily and there is no coercion or pressure from outside or liability. The domino math game was designed to help children with intellectual intellectual in the first class to get to know numbers.

Based on this background, researchers are interested to know the number of learning using math domino game. In introducing the concept of numbers of children can be encouraged to find concrete objects similar to those ordered teachers. Dominoes or the like can also be used to introduce the concept of numbers, groups, and the number (Abdurrahman, 2003: 276).

This game is aimed at improving the students' intellectual to the introduction of numbers 1-10, create learning situations that are not forgotten by the students, creating a fun class to learn, lead to motivation in students, and invite them to play an active role in the learning process.

Formulation of the problems in this research are (1) How are the students with intellectual disability's ability in the class I of SDLBN Kedungkandang Malang in recognizing the numbers before the game domino math?, (2) How are the students with intellectual disability's ability in the class I of SDLBN Kedungkandang Malang in identifying numbers after doing the domino game of math, (2) Is there any effect domino math game toward the ability to know the number of students of class I SDLBN Kedungkandang Malang?. This study was aimed at describing the ability of the introduction of numbers 1-10 in children with mild intellectual disability in the grade I of SDLB before and after being applied treatment.

METHOD

The research design was Quasi Experimental Design. This design is used because it is difficult to get the control group in the study. Form of this study is Time Series Design. According to Sugiyono (2011: 78) the group of the study can not be chosen randomly. This study design was using only one group alone, so it did not require the control group. Before being given treatment, groups were given pre-test four times. If the value is different mean the group the situation is unstable. After the stability of the state of the group can be seen clearly, the new treatment is given four times.

The data collection is done by giving a pre-test and post-test respectively four times to see the stability of a group. The subject of research this is for all students with mild intellectual disability in grade I of SDLB Kedungkandang Negeri Malang consisting of 5 students. The research instrument was test or written exam. This research is classified as non-parametric study. Nonparametric statistics according Djarwanto (2004: 1)

is also called the method of free distribution (distribution free) for the test statistic model was not set specific requirements on the form of distribution of the population parameter. Nonparametric test can be used if the amount of sample is too little.

The data analysis used Wilcoxon. According to Djarwanto marked path (2004: 25) states that the level marked Wilcoxon test in its analysis attention to the sign (positive or negative) and the magnitude of difference to evaluate the effects of a treatment that questioned the difference between the pre-test (test prior to treatment) with post test (the test after treatment).

DISCUSSION

Know the numbers are basic materials that must be mastered by the student in the learning of mathematics. Know the usual numbers were introduced at the kindergarten level, but difference with retarded children experiencing intellectual disabilities. The introduction of new number was introduced in grade 1. According to Suhaeri (in Soemantri, 2012: 112) difference retarded children with normal children in kindergarten lies in processing verbal recall. Normal kids in the kindergarten is more efficient than children with intellectual disability. In accordance with the provisions of National Education Standards Agency (BSNP) introduction of numbers in a grade I for pupil with intellectual disability include number 1-10, 1-10 counting things, write emblem numbers 1-10, and 1-10 completing the equation objects.

Based on preliminary observations made by researchers, students in schools still lack of understanding on the introduction of numbers. Students are not able to understand the meaning of numbers. Students are not interested and easily bored when researchers invite students to count the number of objects in the surrounding environment. Some students rested her head on the table, not paying attention, and play alone. In fact, in these activities students are encouraged to be directly involved in learning.

According to Effendi (2006: 110) retarded child is a child who has a very low level of intelligence so as to pursue development tasks he needed the education and counseling services in particular. Low mental abilities in children with intellectual disability affect the intellectual abilities. They delayed compared to his age. The ability of similar children with intellectual disability with children aged 7-12 years, although they have grown up. Based on the observations that have been made in one SDLB in Malang, strategies and instructional media used in the schools are still lacking an active role in learning. Teachers still use traditional media. So, the students with intellectual disability tend to be easily bored. How to teach the use of the lecturing method and copy the numbers do not bring a huge impact on the ability to know the numbers in children with intellectual challenges.

Of the three aspects mentioned, counting, and assessing assessed, the students have a relatively low value. Students tend to repeat the numbers that have been mentioned. Students also have not been able to distinguish the numbers 2 to 5, 6 to 9, 1 to 7, and 6 to

8. In comparing the number of more and fewer students also were confused. Writing numbers of students are still less precise, neat handwriting still students and are often reversed the numbers with each other.

Here are the post-test results of number introduction ability in the first grade before being given treatment.

Tabel 1.1 Pre-Test Results of Number Introduction Ability

No	Name	Pre Test Mark				Sum	Average	Category
		I	II	III	IV			
1.	AN	50	60	70	70	250	62,5	Enough
2.	SSL	60	50	60	50	220	55	Low
3.	IL	40	30	40	50	160	40	Low
4.	SFR	30	30	40	40	140	35	Very Low
5.	KML	20	20	30	40	140	35	Very Low
Average							45,5 (Low)	

Based on Table 4.1 it can be seen that the two students SFR and KML has an average value of 35. Such students included in the criteria is very low. Students SSL has an average value of 40 and students SSL has an average value of 55 based on Table 4.2 they categorized as low. AN students have an average of 62.5 in the category enough. The arithmetic mean of all students is 45.5.

Ability of Number Introduction after being applied Domino Math Game

Playing is done with no load and happiness. All children like to play. By playing they gain new experiences, being able to interact with others, to experiment, and of course happiness. Hurlock (1978: 320) plays performed voluntarily and there is no coercion or pressure from outside or liability. Playing games is an activity or to gain pleasure. Prasedio (in Efendi, 2006: 105) argues that games are provided for children with intellectual disability should have therapeutic value and easily digested by children. Being given game should also be interesting and encourage students' motivation to learn.

Domino math game in this study is designed to help the students in recognizing numbers in the first grade. Concept of numbers is a skill that must be possessed children to focus attention on a single object. In introducing the concept of numbers of children can be encouraged to find concrete objects similar to those ordered teachers. Dominoes or the like can also be used to introduce the concept of numbers, groups, and the number (Abdurrahman, 2003: 276).

The introduction of number do with playing felt would be more fun and more easily understood by students. When playing, the students are required to interact with friends in the class. Each student gets a turn to calculate the number of images available on the card and match the value with the number available on other cards. How to play domino math prepared exactly with the game of dominoes in general.

Here are the pretest results of number introduction ability in the first grade after being given treatment.

The pretest results of number introduction ability in the first grade after being given treatment all students had an average score above 60 and a highest score of 100. The average was 97. The highest post test results was obtained by SSL with the criteria of very high while the lowest value was obtained by KML with enought criteria.

Tabel 1.2 Post-Test Results of Number Introduction Ability

No.	Name	Pre Test Mark				Sum	Average	Category
		I	II	III	IV			
1.	AN	70	80	90	80	330	82,5	Very good
2.	SSL	80	90	100	100	370	92,5	Very good
3.	IL	70	70	80	80	300	75	Good
4.	SFR	70	60	80	80	290	72,5	Good
5.	KML	60	60	70	70	260	65	Enough
Average		97 (Very good)						

The Effects of Domino Math Games towards Number Introduction Ability

The game can be used in learning activities in the classroom. By doing games students can interact with other friends and have new experiences. The game provided to children should be instructive. According Ariesta (2009: 2) tool educational games are all things that can be used as a tool or a toy that contains the value of education and be able to develop all aspects of the child's abilities, both coming from the surrounding environment (nature) and that has been created (purchased). Helpful educational games to arouse the interest of children to learn, use value is great for children, according to the needs of children, and activate the senses in combination.

Based on the research showed that the domino math game have affected the number introduction ability of the students with intellectual ability in the first grade of SDLB Kedungkandang Malang. The results of pre-test and post-test showed a significant increase. The average value of the results of pre-test of 45.5, while the average value of post test results reach 97. From these data indicate a difference in the ability for introduction number s before and after using domino math game. This result is supported by previous studies that using dominoes as a learning medium. Use of games in learning positive impact on student learning outcomes for students with intellectual disability in the first grade of SDLB Kedungkandang Malang. The students are more interested in learning, increase students' motivation. They are able to interact with their peers, and gain new experiences.

Here are the results of recapitulation of the value of the pre-test and post-test students (Table 1.3)

Based on research conducted by Agustine (2012) concluded that the use of dominoes picture can improve the ability to know the number of children in group B TK Al Hidayah. This is evidenced by the rise in the initial condition of the child. In the initial condition of the child yet to be fully developed. After giving the domino display capability that children develop according to expectations and growing very well. The improvement was occurred in the ability to count backwards and random, matching objects and create a collection with the same and different number. Relevance to this study is a significant difference between the game of dominoes with the ability to know the number of children. That is the game of dominoes can improve the ability to know numbers.

Table 1.3 Recapitulation Result of *Pre Test* and *Post Test*

No.	Name	Pre Test	Post Test	Sign Change
1.	AN	62,5	82,5	+
2.	SSL	55	92,5	+
3.	IL	40	75	+
4.	SFR	35	72,5	+
5.	KML	35	65	+
Rata-Average 45,5		97		

Based on research findings that have been described previously recommended to the school to use the domino math game as an alternative media to get to know numbers for students with intellectual disability in the first grade because of low cost and easy to made. For further research is expected to develop a form of domino math more varied by changing the number symbol image. The images can be replaced with pictures of plants, transportation, animals, etch. These games are not just for math lesson but can be developed in the course from others such as science, social studies, and Bahasa Indonesia. Not only used for students with intellectual disability but can also be used by students with hearing impairment, autism, physical disabilities and slow learners.

CONCLUSION

Based on the analysis that has been described in previous chapters, it can be concluded that there is significant effect the math domino game towards the number introduction ability for students with intellectual disability in the first grade of SDLB Kedungkandang Malang. This is evidenced by there are differences in the students' pre-test and post-test after being given treatment. Pre-test result had an average of 45.5 included in the category of low, while the post-test had an average of 97 classified in the category very high. In addition, there are not only any significant differences in getting mark, but also the domino math game gave effect in the ability of the students from underprivileged become well-capable in recognizing the numbers. .✍

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THE ACQUISITION OF PARAPHRASING AND ITS IMPACT IN TEACHING AND LEARNING ENGLISH TO AVOID PLAGIARISM

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ABSTRACT

Paraphrase is one of ways to avoid plagiarism beside quotation. Paraphrase means using someone idea or thought as the references in writing but in our own meaning without lost the meaning itself while quotation means using someone idea or thought without change anything, just copy and paste the sentence(s). Paraphrase and quotation are the important learning materials to be learned for students, from high school to university students who learning about writing and must mastered the writing skill. Unfortunately, not all of students know the correct way to do paraphrasing so they can be labeled as plagiarist. From this problem, the writers want to give the solution to prevent plagiarism through paraphrase technique. The writers will give briefly explanation about why avoiding plagiarism using paraphrasing is an important thing to teach in high school since Indonesia didn't input the paraphrase nor quotation material in the teaching and learning plan or the syllabus, and its impact in teaching and learning English. After that, the writers interviewed 11 Indonesian teachers who teach English in Indonesian high school about the needed to learn paraphrase for high school students and why is needed or why is not needed. The result shows that all participants agree that paraphrasing is an important thing to be taught in high school because it will enhance students' ability in recreating sentence and even a story with their own word. Besides that, the students also will aware about the plagiarism thing, they will be used to paraphrase anything in the correct way. 8 of 11 teachers state that they use paraphrase technique in their class although there is no objective about mastering paraphrasing. They just combine the paraphrase technique with other learning materials.

Keywords: the acquisition of paraphrase - teaching and learning high school - avoiding plagiarism - ELT

Paraphrases are an important technique to handle variations in language (Bhagat and Ravichandran, 2008). To paraphrase means to rewrite content whilst preserving the original meaning, and it is important in fields such as text reuse in journalism, anonymizing work, and improving the quality of customer-written reviews (Burrows, Potthast, and Stein, 2012). In university's life, paraphrases usually used by students when they are making a paper, a journal research, or even when making a thesis meanwhile high school students only used paraphrase technique for their project in English class but they still need to know how to paraphrase to avoid plagiarism.When you paraphrase from a source, you restate the source's ideas in your own words (Harvard.edu). Paraphraseisone of the easy alternative ways to avoid plagiarism.

Paraphrase is differed from quotation. A quote is a direct restatement of the exact words from the original source while a paraphrase is a restatement of the information or point of the original source in your own words(Krause, 2007). Paraphrase and quotation are the ways to restate someone's idea into your own writing (paper, journal, research, etc.) without doing plagiarism. The correct time to do paraphrase or quotation are also different and we will discuss further in thepart Teaching and Learning about

Avoiding Plagiarism and thepart The Acquisition of Paraphrasing. Although the way to avoid plagiarism is not just paraphrasing, the writers only focus in acquisition of paraphrasing because from what the writersobserved, most of high school students use paraphrasing when they state other people's idea in their writing as a reference. Unfortunately, not all of students can paraphrase in a correct way because most of teacher in high school students didn't teach their students how to paraphrase. Some of them just paraphrase other people's statement without stated the source. This is called as plagiarism even when we use our own word. Plagiarizing by paraphrasing is one of many types of plagiarism identified by Maurer et al. [2006] (Scanlon and Neumann, 2002).

There are many students who did the plagiarism because the wrong way to paraphrase. A report released by the plagiarism-detection tool *TurnItIn* confirms for both high school and college students, Wikipedia and Yahoo Answers were the top two most popular sources of lifted copy and a lot of teachers already know: that students are copying content from those online sources (Watters, 2011). TurnItIn plagiarism-detection tool in Watters (2011) also found the difference between high school and college students in doing plagiarism, while 31% of content matches for high school students came from social and "content-sharing" sites (like Facebook or Yahoo Answers), the other hand just 26% of the matches for college

students originated there. Besides that, in a survey of 24,000 students at 70 high schools, Donald McCabe (Rutgers University) found that 64 percent of high school students admitted to cheating on a test, 58 percent admitted to plagiarism and 95 percent said they participated in some form of cheating, whether it was on a test, plagiarism or copying homework (plagiarism.org, nd).A received view among many teachers who work with international students is that such students are especially likely to plagiarize (Pecorari, 2010). Those surveys show a huge percentage of the high school studentsin doing plagiarism. Besides those findings, A July 6, 2001 article in the *Chronicle of Higher Education* reported that "several indicators point to widespread plagiarism on campus," and that "officials at some collages say that in recent years they have seen a sharp increase in students cutting and pasting material info papers from Web sites without attribution, or purchasing term papers from online ter-paper mills" (Young, 2001 stated in Scanlon and Neumann, 2002). Based on the problems, the writers want to know Indonesian teacher views about the importance of teaching paraphrase in teaching and learning English for high school students to avoid plagiarism since there is no objective that stated high school students must know or master the way to paraphrase in Indonesia high school syllabus. Next the writerswants to share the literature review about the acquisition of paraphrase and its impact in teaching and learning in avoiding plagiarism.

RELATED RESEARCH

There are many kinds of related research about the acquisition of paraphrase in teaching and learning English but the researcher only put two related research. First research have been done by Jessica L. Hagaman and Robert Reid from University of Nebraska, Lincoln in 2008 entitled The Effects of the Paraphrasing Strategy on the Reading Comprehension of Middle School.

This study investigated the use of self-regulated strategy development paired with the "RAP" paraphrasing strategy as a way to increase reading comprehension. Participants were three sixth-grade students from a midwestern state. Results indicate that use of the RAP paraphrasing strategy increased reading comprehension.

The second research has been done by Barry, Elaine S. in 2006 entitled Can Paraphrasing Practice Help Students Define Plagiarism? and she found that;

After paraphrasing practice, however, students were more likely to include two additional specific elements of plagiarism in their post-paraphrasing definitions (taking someone else's ideas is plagiarism and not giving credit is plagiarism). The importance of having students practice paraphrasing techniques, rather than merely teaching them definitions of plagiarism, is discussed. The methods used in this study could he easily adapted to virtually any course in which the instructor wishes to help students understand plagiarism.

THE ACQUISITION OF PARAPHRASING

In this part, the writers want to discuss further about paraphrase. Paraphrases are textual expressions that convey the same meaning using different surface words (Bhagat and Ravichandran, 2008). Paraphrase means you are using your own words to report someone else's writing, but maintaining an academic style (Jordan, 2003) Any time you paraphrase an author's words and ideas in your paper, you should make it clear to your reader why you are presenting this particular material from a source at this point in your paper. You should also make sure you have represented the author accurately, that you have used your own words consistently, and that you have cited the source (Harvard.edu). Krausen (2007) suggest that the best time to use a paraphrase when:

• There is no good reason to use a quote to refer to your evidence. If the author's exact words are not especially important to the point you are trying to make, you are usually better off paraphrasing the evidence.
• You are trying to explain a piece of evidence to explain or interpret it in more detail. This might be particularly true in writing projects like critiques.
• You need to balance a direct quote in your writing. You need to be careful about directly quoting your research too much because it can sometimes make for awkward and difficult to read prose. So, one of the reasons to use a paraphrase instead of a quote is to create balance within your writing.

After knowing about the proper time to do a paraphrase, we also should know the way how to paraphrase. Jordan (2003) suggest four ways to do paraphrase;
1. by changing the vocabulary (verbs/nouns) e.g. She examined the difficult that … = *She investigated the problems that…*
2. by changing the verb form (e.g. from active to passive: this can change the focus or emphasis. e.g. John (1987) analyzed the students' difficulties and … = *The students' difficulties were analyzed by John (1987) and …*

3. by changing the word class (e.g. from verb to noun phrase). e.g. *The reports were complicated in April… = The completion of the reports in April ensured that the students had time to revise before their examination.*
4. by synthesis. e.g. Johns and Dud ley-Evans (1980) touched on the problems created by the lecturers' u se of colloquial words and phrases . . . This use of informal language was a l so noted by Jackson and Bilton (1994)who investigated geo logy l ectu res given in English . . .

Paraphrasing looks like the easy way to reuse someone's idea or thought without labeled as plagiarist but there are some negative side of using paraphrase that stated by Pecorari (2010). She did research in her book by asked some of the writers about their perception toward paraphrasing. She found that paraphrasing, however, carries two risks of its own, there was a risk that nuances might be lost or that meaning might be distorted (Pecorari, 2010). It means that when someone paraphrase something, he/she may lost some important meaning because in paraphrasing we use our own words but same idea. Paraphrase also involves the risk that the finished product will be inferior in expression to the original (Pecorari, 2010). It means when writer finish their working, they think like her/his book or journal is their best creation but when we paraphrasing he/she statement, it can change the finishing sentences that have been created by the real writer.

TEACHING AND LEARNING ABOUT AVOIDING PLAGIARISM

The word plagiarism itself has origins in antiquity, and its negative associations stretch back as far:'the derivation from the Latin word meaning "kidnap" or "plunder" is indicative of how since its first usage in th is way it has been regarded as a criminal activity—parallel to stealing another people's offspring!' (Ang´ elil-Carter, 2000, stated in Pecorari, 2010).Plagiarism is the unauthorized or uncredited use of the writings or ideas of another in your writing while it might not be as tangible as auto theft or burglary, plagiarism is still a form of theft (Krause, 2007). Plagiarism refers to the use of another author's information, language, or writing, when done without proper acknowledgment of the original source (Burrows, Potthast, and Stein, 2012).For example, when you are passing off someone else's word or thought as your own (Trent University.ca) it can be called as plagiarism.

Pecorari (2010) explained in their book that there are three sorts of plagiarism, distinguished by the presence or absence of intentional deception, which are **prototypical plagiarism, textual plagiarism,** and **patchwriting**. The term prototypical plagiarism will be used to refer to the former, and will be defined as the use of words and/or ideas from another source, without appropriate attribution, and with the intention to deceive while textual plagiarism is the use of words and/or ideas from another source, without appropriate attribution, and pitchwriting defines as 'copying from a source text and then deleting some words, altering grammatical structures, or plugging in one synonym for another' (Pecorari, 2010). It can be drew like figure 1

Figure 1. Types of plagiarism taken from Pecorari book in 2010

Textual Plagiarism

Prototypical Plagiarism (intention to deceive present)
Patchwriting (intention to deceive absent)
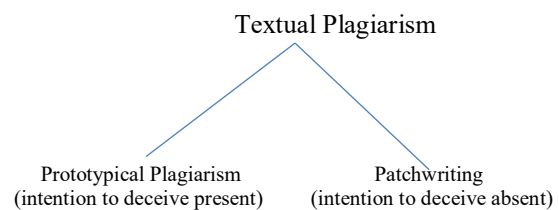
Besides Pecorari, Krause (2007) distinguish kinds of plagiarism in more simple way. He stated that there are two kinds of plagiarism; **purposeful plagiarism** and **accidental plagiarism.** Purposeful plagiarism is handing an essay written by someone else and representing it as your own, copying your essay word for word from a magazine or journal, or downloading an essay from the internet while accindetal plagiarism is the result improperly paraphrasing, summarizing, quoting, or citing your evidence in your academic writing (Krause, 2007).

Students usually do plagiarism when they found information that they needed in Web sites. They copy and paste the information without cite the source. Although the information is in *Wikipedia*, for example, you have to cite the author that state that information or at least cite the sites address.

Figure 2. overview of the activities involved in plagiarizing taken from Burrows, Potthast, and Stein, 2012
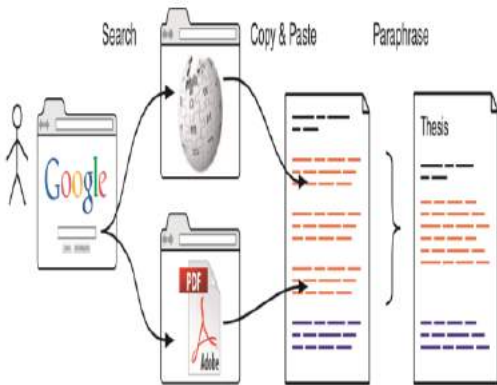
Fig. 2. Overview of the activities involved in plagiarizing.

Figure 2. draw the plagiarism that usually happen in students' life. They just googling the keyword of their writing and found the information, and then they just copy paste the information and make the information into they own words without cite the source or even they make the information like their own idea or though.

In the academic world, plagiarism is a serious matter because ideas in the forms of research, creative work, and original thought are highly valued (Krause, 2007). For example, a study of university plagiarism policies in Britain, the United States and Australia (Pecorari, 2001) found provisions for punishing plagiarists by lowering their grades, possibly to zero, either on the plagiarized work or in the class for which it was done, by suspending or expelling them from the university, or by denying or revoking degrees (Pecorari, 2010).Another example in University's Academic Integrity Policy sets out the consequences of plagiarism and other forms of academic dishonesty; penalties range from a grade of 0 on the essay with no opportunity to re-write, to failure in the course and a permanent record of the offence on your transcript, and students who offend repeatedly face suspension and even expulsion (Trent University.ca).

To avoid plagiarism, we, as a teacher, must teach our students how to cite the references correctly. Krause (2007) explained that citations can appear in 'integral' or 'non-integral' forms (Swales, 1990 stated in Krause, 2007). An integral citation is one in which the name of the source author appears as a syntactic element in the citing sentence, while non-

integral citations are outside the structure of the citing sentence. For example, "According to Brie (1995), the moon is made of cheese." (Krausen, 2007) this is integral citation while "The moon is very likely to consist of cheese (Brie, 1995)" (Krause, 2007) is non-integral citation.Krausen (2007) also stated that either integral or non-integral citations can be coupled to material reported in two ways, quotation, or paraphrase.

Quotation is just writing the exact what it already was, but a paraphrase is also saying what it was, but you just use the idea and changing it a little bit so it won't be exactly what was said, it will have the same meaning (Krausen, 2007).You should quote material when you believe the way the original author expresses an idea is the most effective means of communicating the point you want to make (plagiarism.org).

Krausen (2007) suggest that the best time to use a quote when:

- The exact words of your source are important for the point you are trying to make. This is especially true if you are quoting technical language, terms, or very specific word choices.
- You want to highlight your agreement with the author's words. If you agree with the point the author of the evidence makes and you like their exact words, use them as a quote.
- You want to highlight your disagreement with the author's words. In other words, you may sometimes want to use a direct quote to indicate exactly what it is you disagree about. This might be particularly true when you are considering the antithetical positions in your research writing projects.

There are some reasons why students should do quotation in their writing.Quotations are included to show that you have read around the subject and are aware of what has been written about it., their purpose is also to demonstrate support for your own ideas, points of view and findings, and perhaps to show examples or evidence but you should remember that it is important to acknowledge the source of the quotations otherwise you may be accused of plagiarism (Jordan, 2003).

There are many verbs and phrases that can be used to introduce quotations in writing (Jordan, 2003). He suggests some of the main structures are as follows:

- As X observed/pointed out/suggested /noted/indicated "…"
- According to X, "…"
- For example, X argued that "…"
- X suggests that "…"
- The need for it is widely recognized "…"

- Writing in 1979, X commented that "…"
- To quote X: "…"
- Recent research by X shows that "…"

Besides those, there are two popular types of quotation; MLA Styles and APA Style. MLA documentation is commonly used in English and foreign language and literature courses, as well as in other disciplines in the humanities, when you quote or paraphrase a specific portion of a text in a source, give enough information--most typically the author's last name and the page number--to identify the exact location of the borrowed material while APA style provides a standard system for giving credit to others for their contribution to your work, the author's last name and the work's date of publication must always appear, and these items must match exactly the corresponding entry in the references list (retrieved from writingwisc.edu).

Krause (2007) give example how quotation in MLA style:

In her Pharmaceutical Executive article available through the Wilson Select Internet database, Jill Wechsler writes about one of the positive effects of advertising prescription drugs on television. "African-American physicians regard direct-to-consumer advertising of prescription medicines as one way to educate minority patients about needed treatment and healthcare options."

Krausen (2007) also gives example of quotation in APA style:

"If the U.S. scallop fishery were a business, its management would surely be fired, because its revenues could readily be increased by at least 50 percent while its costs were being reduced by an equal percentage." (Repetto, 2001, p. 84).

THE IMPACT OF THE ACQUISITION OF PARAPHRASING IN TEACHING AND LEARNING IN AVOIDING PLAGIARISM

After knowing the way to avoid plagiarism and how to quote and paraphrase in the correct way, teacher can teach the students how to create a paper by using someone's idea or thought in properway or even just to retell any story using their own word but for answering the research question about Indonesian teacher views of the importance or needed of teaching paraphrase in teaching and learning English for Indonesian high school students to avoid plagiarism, the writers conducted a little survey. The participants of the survey are 11 English high school teachers; 8 teachers are women and other 2 teachers are men. 6 teachers are teaching in Jakarta high school, 1 teacher is teaching in Bogor, 2 teachers are teaching in Bekasi, and other 2 teachers are teaching in Tangerang.

The writers did the interview and asking four questions; a) Is there any goal or objective about mastering paraphrasingthat stated in your teaching and learning plan? b) Do high school students need to learn paraphrasing? c) Why is needed? or Why is not needed? d) Do you use paraphrasing technique in your teaching and learning activity?

For question number 1 they all are have the same answer; there is no goal or objective stated that students must mastering paraphrase. Although all their school don't make paraphrase as one of learning material, they also have same answer for number 2; all participants agree that paraphrasing is needed to be learned for high school students. For question number 3 the participants give many reasons about why paraphrasing is a need to be learned by high school students. Their answer can be concluded into three main reasons. First reason is to build students' awareness about the plagiarism so when they enter the university or the work environment, they will be used to paraphrase in the correct way, they don't get confused about plagiarism things and don't do plagiarism. Second, students can practice to understand many texts easily. Third,students can become more creative in the way of retelling the story that have been given by the teacher.

The last question, number 4, 8 of 11 participants answered that they taught any English learning material using paraphrasing especially in reading and writing skill. They try to build students' awareness of plagiarism since their students in high school and they want it become their students habit to paraphrase anything in the correct way. They usually asked their students to create a simple paper about a simple issue as a project and asked them to use paraphrase or quotation to avoid plagiarism. Other way to use paraphrase that the participant state is just give a story to students and asked them to retelling the story using their own words. On the other hand, 3 other teachers who didn't teach paraphrase to their students said that they don't teach paraphrase because it didn't state in the syllabus although they thought that paraphrasing is an important learning material.

After know the findings, it can be concluded that paraphrasing is an important thing to be taught to the students. teacher didn't want their students become plagiarist just because they don't know how to paraphrase or quote something in the correct way. In teaching paraphrasing, teacher will create an honest generation in writing skill. Teacher also can avoid them to do plagiarism since plagiarist will get big punishment in the future. Their writing cannot be accepted in every company, university, or even school. They should notbe passed the class if they do plagiarism.

CONCLUSION AND RECOMMENDATION

Someone can be called as plagiarist when he/she using other person statement, idea, or thought without cite the source or state the real writers. We can avoid plagiarism with two ways of citation; quotation and paraphrasing. Quotation is use someone idea or thought and write the statement without change anything even change a word while paraphrase is use someone idea as reference but using our own word to restate the idea. Either quotation or paraphrase, we should write the name of the real author that state the statement. Teacher needs to teach paraphrase since the students still in the high school to build awareness of plagiarism things.

This paper only focus on the importance of paraphrase as learning material for high school students in viewed by teachers. For further research, the writers suggests that other researcher to conduct experiment or action research about teaching any English skill using paraphrasing in Indonesia.

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CINEMA-EDUCATION TECHNIQUES FOR OPTIMIZING GUIDANCE AND COUNSELING SERVICES IN SCHOOL

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ABSTRACT

Guidance and counseling is one component of education in schools that presence is needed. The task of guidance and counseling in schools is to assist learners in their development, social life, learning activities, as well as planning and career development. Self development activities facilitated and/or guided by a counselor, teacher or education personnel through counseling services with regard to issues of self and social life, learning, and career development of learners and scouting activities, leadership, and scientific groups adolescents (Depdiknas, 2006). Guidance and counseling aimed at helping learners achieve developmental tasks optimally as a creature of God, social, and personal. In its implementation in schools, self-development activities undertaken by the school counselor through guidance and counseling service done in different ways. There are schools that provide hours of entering the classroom to the school counselor/guidance and counseling teacher to provide intensive services, there are schools that not schedule for guidance and counseling so that services provided outside the school hours (extracurricular). The condition is then pushed school counselor/guidance and counseling teacher to provide services in a short time with the material weighing. This can be done by guidance and counseling teachers with the use of cinema-education techniques in the service of guidance and counseling. Cinema-education techniques can make the service of guidance and counseling be optimal because most students love to watch, and through a brief video or short film any student can directly feel the emotions and experiences that occurred. With cinema-education technique, guidance and counseling services can be an activity that is not boring for students. Thus the counselor needs to understand cinema-education techniques for optimizing guidance and counseling services in school.

Keywords: biblio-education, guidance and counseling services

Guidance and counseling is one component of education in schools that presence is needed. The task of guidance and counseling in schools is to assist learners in their development, social life, learning activities, as well as planning and career development. In the Guidelines for Developing KTSP (2006) self-development activities aimed at providing opportunities for learners to develop and express themselves according to the needs, talents, interests, each learner in accordance with the conditions of the school. Self-development activities facilitated and/or guided by a counselor, teacher or education personnel through counseling services with regard to issues of self and social life, learning, and career development of learners and scouting activities, leadership, and scientific groups adolescents (Depdiknas, 2006). We can conclude that guidance and counseling aimed at helping learners achieve developmental tasks optimally as a creature of God, social, and personal.

In its implementation in schools, self-development activities undertaken by the school counselor through guidance and counseling service done in different ways. There are schools that provide hours of entering the classroom to the school counselor/guidance and counseling teacher to provide intensive services, those schools do not schedule hours for guidance and counseling so that services provided outside the school hours (extracurricular). Tulus (2012) argues that in the basic services of guidance and counseling (Curriculum Guidance) there are need for face-to-face with students that is programmed through classical/class guidance services. Programs designed requires the counselor to make direct contact with the students in the class. A scheduled basis, counselors provide counseling services to the students. These guidance class can be classroom discussions or brainstorming (Tulus, 2012). According Permendikbud No. 111th in 2014 About Guidance and Counseling in Primary and Secondary Education Provision 6 subsection 5 reads as follows: (a) Guidance and Counseling Services referred to in provision (3) held in the classroom with learning load of 2 (two) hours per week; (b) Guidance and Counseling Services referred to in provision (3), which was held outside the classroom, each service activity equated with learning load two (2) hours per week.

Thus according to the curriculum in 2013, for guidance and counseling remains hour classes: 2 hours a week. Still, in some schools, the principal decided to no clock in the classroom to guidance and counseling, so that guidance and counseling teachers or school counselors should work with another teachers related extracurricular scheduling.

The condition is then pushed school counselor/guidance and counseling teacher to

provide services in a short time with the material weighing. This can be done by guidance and counseling teachers with the use of cinema-education techniques in the service of guidance and counseling. Cinema-education techniques can make the guidance and counseling service be optimal for most students love to watch, and through a brief impression that any student can directly feel the emotions and experiences that occurred in the footage. Shihab (2016) in Antara News.com says that the film could be a tremendous educational resources for children, because it is rich in skills and message. An article posted on kompasiana.com written that through film show what was viewed by the eye and are heard by the ears will be faster and easier to remember than what can only be read or heard it. In addition the film also able to increase the ability of the right brain learners through color, music, visualization, and the emotions that performed in the film (Kompasiana.com, 2015). This shows that the film can be used as a medium to convey messages effectively and varied education. Similarly, for guidance and counseling.

In delivering its services, guidance and counseling teachers generally use various counseling techniques including group discussions, discourses, games/group dynamics, and cinema education (cinema therapy). Cinema Therapy is one of the guidance and counseling technique that uses audio-visual technology facilities (listen-view). In this technique, the guidance and counseling teacher using film or video as a media in providing services to students. Several studies conducted in cinema education is the study conducted by Robiah (2012) about the effectiveness of the use of cinema therapy to improve MTs student achievement motivation. The results of this study concluded that the cinema therapy effective for improving student achievement motivation. Application of cinema therapy is done through several stages: screening, discussion of the content of the film reflection, self-reflection, development commitment, commitment and reflection trial experience (Robiah, 2012). With cinema-education technique, guidance and counseling hour/guidance and counseling service delivery into an activity that is not boring for students. So it encourages counselors to understand cinema-education techniques for optimizing services BK in school.

DISSCUSION

Film is a life-picture is also often called movie. In a simple movie can be defined as the stories told to the audience through a series of moving images. According Arsyad (2009), a movie or live images are images in the frame where the frame-by-frame projected through the projector lens mechanically so that the screen looks a picture of it alive. As with film, video can describe an object that moves together with natural sounds or sounds appropriate. Movies are collectively often referred to as cinema. Trianton (2013) argues that although the form of the spectacle, the film has a great influence. That is why the film has the function of education, entertainment, information, and driving the growth of other creative industries. Thus the film touches many aspects of human life in the community, nation, and state. Film to be very effective as instructional tools in order to inculcate noble values, moral, didactic elements, and others (Trianton, 2013).

Fajerin (2012) describes the function of the film in the learning process associated with three things, namely for cognitive purposes, for psycho-motor purposes and for affective purposes. In conjunction with cognitive purpose, the film can be used for: (a) teach reintroduction or motion stimulation relevant distinction, such as the speed of moving objects, etc.; (b) teach the rules and principles. Movies can also show a row of verbal expressions, such as still images and print media. For example, teach the meaning of sincerity, steadfastness, and so forth.

Shows an example of the appearance of the model, especially in situations that show human interaction.

In conjunction with psycho-motor purpose, the film is used to show an example of movement skills. Media can also slow down or speed up the movement, teaching how to use a tool, how to do an act, and so forth. In addition, the film can also provide feedback to students visually delayed to demonstrate their level of ability in working on motor skills, after some time later. With relation to the objectives affective, the film may affect a person's emotions and attitudes, by using various ways and effects. He is a suitable tool to demonstrate affective information, either through optical effects and through visual images related (Fajerin, 2012).

Film or cinema is a media representation, through which symbolizes the style and content of the various patterns of behavior (through the actions of the characters, plot, theme, editing, etc.) that can be analyzed from the differences in psychological theories and modalities of teaching. Education is the expansion of knowledge and

ability through practice techniques of learning or instruction, for the purpose of considering the facts or the real conditions. It can be concluded that the cinema education is a learning method that uses film or movie to enhance the knowledge and ability. In line with that in the therapeutic process, Michael (in Sapiana, 2014) says that cinema therapy is the process of using the film as a metaphor in therapy to improve growth and client insight. It can be concluded that the cinema or movie is a learning techniques and therapies for someone to achieve a growth and development of optimal self.

Cinema-education in guidance and counseling is generally used for the purpose of providing information, giving insight (sight), stimulate discussion about a problem, communicate value and a new attitude, growing awareness that there are other people who have the same problem, and seek realistic problem solving. Thus the benefits of cinema-education in guidance and counseling among others are structuring the student's thinking, emotional control, develop self-concept, increase understanding of the behavior and motivation, encouraging students to be honest in assessing themselves, find interest outside the self, and build student self-awareness (Handarini, 2015).

Here are the stages of implementation cinema-education techniques in guidance and counseling services: (a) identification, is the process of identifying the needs of students. This stage is important to do so as guidance and counseling teacher/school counselor can understand clearly what the needs of the students and also for the purpose of selecting the right film in accordance with the conditions of the students; (b) selection, namely the selection stage in accordance with the needs of the film (a psychological aspect to be developed) and the character of the students; (c) implementation, namely the implementation phase of cinema-educational activity which consists of: (i) establishment of rapport, aims to make the conselee/students feel comfortable to follow the activities and motivate the students are willing to follow the activities of cinema-education through to completion; (ii) stimulation. Stimulant form of film whose duration is adjusted to the availability of time to implement the guidance and counseling service. The selected movie is also tailored to the problems faced by students or psychological aspect that will be developed as well as the student's age and other characteristics; (iii) reflection and discussion. Reflection and discussion is the process of examining the content of the film and to scrutinize the characters in the film. This is something that is important because it is the process of growing awareness of the psychological aspect that will be developed. The process of reflection and discussion can be guided by the questions about the content of the film, critical or reflective questions (putting yourself in the position of figure), and the questions that are not to answer right and wrong, but the questions that the answer is to make students able to reveal themselves. Each student should be given the opportunity to reveal the answer/opinion; (iv) development commitments. Commitment is a willingness to change or modify behavior based on the results of the reflection film content. Students need to make a commitment for themselves; (d) follow-up, which is the commitment trial process, reflect and evaluate the commitment. Commitment trial process is the process of running a behavioral change in accordance with the commitments that have been made. This can be done by role-playing as well as directly in everyday life as a task for students. Reflection and evaluation is a process of evaluation commitment to behavioral change that has been made either by way of role-play as well as directly in their daily lives. After reflection and evaluation of commitments made, then the student can perform self-improvement based on the results of the reflection.

Cinema Effectiveness of Education in Education

Several studies have been conducted by researchers related to the effectiveness of cinema-education in education. Munawaroh (2013) has conducted research on the effectiveness of cinema education to raise awareness of caring in junior high school students, and the results showed that it is effective. Cinema education applied in this study using pieces of film and short movies tailored to aspects of the awareness of careness. Utami et al (2013) has conducted research guide the development of problem solving skills training using film footage (cinema education) for junior high school students. Effectiveness test results in 2014 (Utami et al, 2014) showed that the results of problem-solving skills training with educational cinema gives a significant influence in facilitating the students have problem-solving skills. This means that a movie trailer or commonly called the cinema of education that has been developed in a guide to effective problem solving skills training to facilitate students' skills in problem solving.

In 2015, Rahmawati (2015) in his thesis conducted a study that tested the effectiveness of cinema education to increase awareness of vocational students in learn responsibility. Research results show that cinema education technique effective to raise awareness of vocational students in learn responsibility. In the same year, Kartikasari (2015) studied the influence of cinema therapy group counseling techniques to confidence Kediri

high school students, and the results showed a significant influence. This is according to Jasmine's research results (2016) who found that treating the film (cinema therapy) can give effect to an increase in self-managed learning SMPN 2 Berbah. Of the few studies that have been conducted by previous researchers, it can be concluded that the cinema-education or also called cinema-therapy is effective in the learning process of the students and also to improve skills or aspects of psychology they want to develop.

CONCLUSION

Cinema-education techniques can be used in the guidance and counseling services at school. With cinema-education technique, guidance and counseling hour/guidance and counseling service delivery into an activity that is not boring for the students so that service delivery can be optimized the guidance and counseling. The stages of cinema-education is (1) identification, (2) selection, (3) implementation, and (4) follow-up. Based on previous research, training manuals have been developed using the techniques of cinema education to improve students' psychological aspect, and has also been found that the technique of cinema- education effective in developing skills even psychological aspects of students in support of the learning process.

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DESCRIPTION OF APPROACH IN LEARNING SCIENCE THE SCIENTIFIC BEGINNING

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ABSTRACT

Learning to use a scientific approach focuses on the child as a subject of learners and teachers would only serve as a motivator in the learning processs. In the process of learnig to use a scientific approach, children are able to carry out the process of observing, asking questions, trying, associate, and communicate discovery the result. Science in early childhood can be defined as a process that can stimulate the child in an effort to increase the curiosity, interest and problem solving, which raises the thoughts and deeds such as observing, thinking, and links between concepts and events. The problem in this is how the description pelitian scientific approach to science learning beginning? The purpose of this research to describe the scientific approach to learning science starters. Type a descriptive qualitative research. Data collection techniques in this study using observation, interview and documentation. The results obtained in this study is, learning to use a Scientific Approach in Children showed good results. The results of the data on observation shows that children are able to perform learning science by using scientific approaches such as the activity observed, ask, gather information, reason and communicate is already well developed in accordance with the child's age and developmental level of a child's learning needs. By using a scientific approach to learning is very influential on a child's knowledge, the value of spiritual / religious character of the child and the child to think scientifically and critically.

Keywords: description, approach, scientific, science

Intro to science should be done from an early age with fun activities and through habituation process so that children experience science in action. Learning science in children has a very important role in helping to put the basic capabilities as well as the formation of human resources. Science in early childhood can be defined as a process that can stimulate the child in an effort to increase the curiosity, interest and problem solving, which raises the thoughts and deeds such as observing, thinking, and links between concepts and events.

Learning science in early childhood let done by observing, classifying, comparing, measuring, communication and experimentation. Introduce science in children should be tailored to the child's age and stage of its development. Train children to use the five senses to recognize the various objects symptoms or symptoms of the events. Children are trained to see, feel, smell, feel and hear. Child acquire new knowledge of the results penginderaanya with a variety of media that is around. It also can train the senses to recognize the various symptoms of objects and events (Suyanto, 2008: 75).

To portray these functions can be done through a scientific approach to develop all aspects of child development precisely on the development of cognitive, affective and psychomotor. Thus, the child is directed to find out for yourself the facts, concepts, and new values necessary for his life. Scientific approach to learning is learning to adopt measures in building pengetahuanya scientists through scientific methods.

The learning model is needed is capable of generating the ability to learn, skills, and attitudes of children. Scientific Learning also does not regard the learning outcomes as the estuary end of the learning process is considered very important. In this model children are invited to perform the search process the knowledge with respect to the subject matter through the various activities of the process of science, as was done by scientists in conducting scientific investigations (Nur, 1998).

The whole learning activities by using a scientific approach focuses on the child as the subject of "learners" and teachers only act as motivators in the learning process of children in finding pengetahuanya. In the process of learning to use a scientific approach, children are able to carry out the process of observing, asking questions, trying, associate, and communicate penemuanya through a work of art. Based on these ideas, do research titled Application of Scientific Approach In Science Learning Startup.

Nature of Scientific Approach

The approach can be viewed as a series of actions patterned or organized based on certain principles (eg, basic philosophical, psychological principles, didactic principles, or ecological principles), which are systemic focus on the goals to be achieved. The approach contains a number of components or elements, namely: purpose, activity patterns, methods or techniques, sources used and principles (Sulistyorini, 2007: 13). The approach can be interpreted as a starting point or our view of the learning process.

Whereas the teacher centered approach lowers the learning strategy directly (direct instruction), or expository deductive learning. Meanwhile, learning approach student-centered learning strategies lowers discovery and inquiry and inductive learning strategies (Sanjaya, 2008: 127).

By viewingtheory put forward by experts, the approach is the starting point or view of organized or patterned to the learning process to achieve the learning objectives. Scientific approach was first introduced in America in the late 19th century, as the emphasis on the laboratory formalistic approach that leads to scientific facts (Hudson, 1996: 115).

The scientific approach allows teachers or curriculum developers to improve the learning process, namely by breaking the process down into steps or stages in detail which contains instructions for the students carry out learning activities (Maria Varelas and Michael Ford, 2008: 31). It is the basis of curriculum development in 2013 in Indonesia. The scientific approach is a learning process that is designed so that learners are actively building competencies attitudes, knowledge and skills through the stages observe, ask, gather information, reason, and communicate.

The scientific approach is believed to be the golden bridge and the development of attitudes, skills, and knowledge of learners. In the approach or work process that meets the scientific criteria, the scientists put forward pelararan inductive (inductive reasoning) rather than deductive reasoning (deductive reasoning). Deductive reasoning see a common phenomenon to then draw specific conclusions.

Conversely, look at the phenomenon of inductive reasoning or specific situation to then draw conclusions overall. Indeed, inductive reasoning put specific evidence in relation to the broader idea. The scientific method generally puts a unique phenomenon with specific studies and detail to then formulate general conclusions. Scientific method refers to the investigative techniques on one or several phenomena or symptoms, acquire new knowledge, or correcting and integrating previous knowledge.

To be called a scientific, the search method (method of inquiry) should be based on evidence of objects that can be observed, empirical and measurable with the principles of reasoning that is specific for the scientific method generally includes a series of activities of collecting data through observation or experiment, process information or data, analyze and formulate and test hypotheses. Scientific approach based learning is more effective results compared with traditional learning.

Research results prove that the traditional learning, retention of information of teachers by 10 percent after 15 minutes and the acquisition of contextual understanding by 25 percent. In a scientific approach based learning, information retention of teachers by more than 90 percent after two days and the acquisition of contextual understanding by 50-70 percent.

Characteristics of Scientific Approach

As for the characteristics of the scientific approach according Kemendikbud (2013) are as follows: 1) The substance or learning materials based on facts or phenomena that can be explained by the specific logic or reasoning; not limited to, approximately, fantasy, legend, or a mere fairy tale. 2) Explanation of the teacher, the response of learners and educational interaction teacher-learners free of prejudice necessarily, subjective thinking or reasoning that deviate from the flow of logical thinking. 3) To encourage and inspire students to think critically, analytically and precisely identify, understand, solve problems, and apply the lessons. 4) Encourage and inspire students to think hypothetically in seeing the differences, similarities, and link to one another of the learning materials. 5) Encourage and inspire students in understanding, applying, and develop rational thinking patterns and Bendatif in response to learning materials.6) Based on the concept, theory, and empirical facts that can be accounted for. 7) The learning objectives are formulated in a simple, clear, and attractive presentation systems.

The Steps Saintific Approach

Thats are 1) Questioning. Inquire as a process of finding out or confirm or match from prior knowledge of children with new knowledge that is being studied. Basically, the son of a reliable researcher, children are always curious about something that captured his senses. Therefore children often ask, which is sometimes very unexpected question adults. But the process of scientists coming from the critical mind. 2) Collecting. Collecting data is a process that is very interested in children. In this process the child to try - failed - please try again "trial and error". Children love to repeat the same activities but with a different way of playing. Learning who allow their children to do many things very supportive creative thinking abilities. While a lot of learning to use the work sheet instead shackle the creative abilities of children. 3) Associate. The association is a further process in which children begin to link the knowledge he already had with new knowledge acquired or in the surroundings. The associated processes important for children to develop a new understanding of the world around him. Piaget noted that children make up new schemata without discarding existing but previously improve and strengthen.4) Communicate. The process of communicating is the process of strengthening the knowledge to new knowledge on child get. Communicating is an activity to pass things that have been studied in various forms, for instance through stories, movement, and by showing the work in the form of images, shapes out of dough, dolls from papier-mache, crafts from recycled materials, and the results of webbing (Paudjateng: 2015).

Learning Science Starters

Ability to learn to benefit the development of human civilization either individually or in groups. Individual children's learning abilities can be delivered on the personal development that leads to the formation of the pattern of individual skills, life skills, and mastery of certain skills.

Piaget's theory (Daryanto, 2014: 53) states that the study relating to the formation and development of sekema (distance schemata). Scheme is a mental structure or cognitive structure in which someone intellectually adapt and coordinate the surrounding environment (Baldwin, 1967)

.Next Vygotsky in his theory states that learning occurs when learners work or learning to handle tasks that have not learned yet that task they are within range of abilities or tasks that are within the zone of proximal development area is located between the level of child development is currently defined as problem solving skills under the guidance of adults or peers who are more capable.

Learning the scientific method has had the following characteristics: a) Centered on children; b) Involve science process skills in constructing the concept, law or principle. c) Involves the cognitive processes of potential in stimulating the development of the intellect, especially the child's thinking skills. d) Can develop a child's character.

The following chart will be presented learning outcomes childbearing productive, creative, innovative, and affective through the strengthening of attitudes, skills and knowledge are integrated.
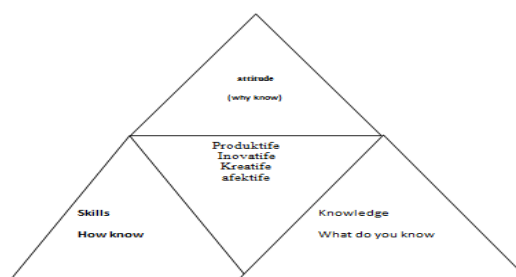
Picture 1 (Nugraha, 2008)

Learning Outcomesproduce of Children Productive, Creative, Innovative, And Through Strengthening Affective Attitude, Skills and Knowledge Integrated

It is recognized that learning is a combination of structured covers elements of human, material, facilities, equipment and procedures that affect each other achieve the learning objectives. In this case the man involved in the learning system, namely, children, teachers and other personnel. Furthermore, materials such as whiteboards, markers, books and so forth. The facilities and supplies consist of classrooms audia visual equipment. Procedures such as practice, study schedules and methods of information delivery. Learning must be marked by the organization of various interrelated components. Early childhood learning is a process of interaction between children and teachers and other adults in this case the parents in a development environment to achieve the task. Conceptually early childhood learning is learning through play where play activities

are part of the learning process it is motivated by the conditions characteristic of early childhood are actively exploring the lingkungannnya.

According to Isjoni (2009: 56) Learning directed to the development and refinement of the potential capabilities such as language skills, socio emotional, motor and intellectual. From the description of teachers should design the learning so that children are not burdened in achieving development tasks.

A scientific attitude with regard to children's ability to think critically is a cornerstone in conducting scientific investigations so as to produce a product of science as facts, concepts, principles, theories and laws, Amin (1987) describes the relationship between the ability to investigate, process, and products of science and scientific attitude. The scope of the development program of science learning in children in terms of the development or capability that must be achieved so that there are three dimensions that must be developed which include, capabilities associated with the mastery of science products, process mastery of science and master of science attitudes (life scientists).
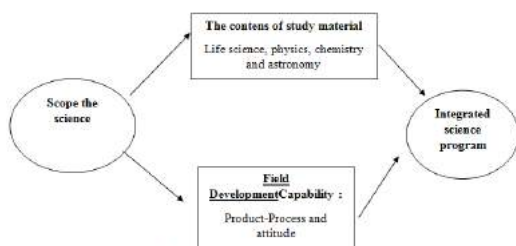
Picture 2. Scope of science program learning (Nugraha, 2008:94)

From picture 2 can be explained that the division of the scope of the development program of science learning can be meaningful if all development programs that are integrated science learning should be able to draw on a wide range of field development planning into one unified and synergistic. The task of further teacher development program for the benefit of science learning is selecting the things that can be incorporated more specifically associated with the development of science program for children. General expectation is with the development of science learning have an understanding and experience of learning science intact, meaningful and functional for life.

The way children learn science

The children aged 4-6 years are part of early childhood, which is a sensitive period for children in which experts refer to as the golden age, at this time the intellectual development of children has increased to 50% that occurred maturation and psychological functions of children who are ready to respond to stimulation provided by the environment. According to (Isjoni 2009: 19) This period is due to lay the first foundation in developing physical abilities, cognitive, language, art, social, emotional, self-discipline, religious values, self-concept and self reliance.

Child is a unique individual many theories experts both psychologists, educational specialists, and other experts who study child development, especially early childhood, -temuan findings of the latest research results that are closely related to the profile and characteristics of children has been widely presented and believes that the behavior and the realization of children are very influenced by the environment can not be separated from it, the teacher as the person who demanded his role in a child menagani advisable to know very basic things related to the development of children both generally and specifically. Understanding of the development and characteristics of children adequately will be able to optimize the activities carried out which activities are controlled optimally and conducive to learning. Instead of learning situations that are not based on developmental characteristics of children the situation is not clear. From these explanations can be simply illustrated by the following Scheme (Nugraha, 2008: 47).

In general Mustafa 2002 (Nugraha, 2008: 50) identified a number of characteristics of early childhood as follows: a) Using all senses to explore objects; learning through motor activities and social participation; b) Still short attention span; bored easily and may look away when there is a new response. c) Started to develop the basics of language skills, playing with sounds; learn basic vocabulary with concepts; began studying implicit rules that regulate its expression. d) The rapid development of language. e) Active attention to everything but with a short attention span. f) Put themselves as the center of his own world; interest behavior and his thoughts were focused on themselves (egosentric); g) Inquisitive about the world of his own as a

child; h) Became interested in the mechanism of how things work and the outside world around him.

The review of early childhood provides early childhood information that can not be ignored, they have a number of potential that can be developed. Related to the development of science, information about the characteristics and development as described will be used as a foundation to facilitate and mengobptimalkan starters science learning in children.

The dimensions of the changes that occur in early childhood after participating in science learning, (Nugraha, 2008: 57) is as follows; 1) Personality, namely by having the response pattern or a new behavior. Example: originally a child likes to lie and impatient, but after following appropriate science lessons, now it becomes less of a lie habit and start diligent in working and learning. 2) The behavior of actual or potential, namely the ability to perform activities that are not real or apparent (usually internal behavior). Example: before the children can not distinguish between crabs and spiders, but after a science lesson he can explain the difference between the two animals were adequately. 3) Skill. Skills in acting, ie kemampun associated with the use of motor (coarse and fine). Example: before the children can not enter kelubang thread the needle, but with continuous practice eventually he can do well. 4) Attitudes and habits, ie the application of the values of life in everyday behavior. Example: before children are not familiar with their own washing dishes after a meal, but because the environment at home do so, then he studied, and eventually he became commonplace and familiar. 5) Knowledge and understanding, in the form of mastery of the concepts, principles and theories. Example: Before the child can not properly explain the concept elephant but after a visit to the zoo and he watched carefully, he was finally able to explain adequately.

METHOD

The purpose of this study was to describe the scientific approach to learning science starters, performed in group B TK Beringin District of Gorontalo city Dungingi totaling 20 children. This research type describe clearly in detail, obtain accurate data of the focus of research by using qualitative approach, method naturalistic study for research performed under conditions of

natural (natural setting) where the researcher is as a key instrument to collect data that is more detailed and can dipertanggung justified.

Data is in this research was obtained through observation of the observation guide to see the scientific learning process in children in group B, to improve the validity of the study using photographs. Interview guidelines are guidelines that form the basis for making inquiries to the informant to obtain data on learning scientific activities include observing, ask, collect infirmasi, reason and communicate, obtained directly from informants who were in school, such as Principal, Teachers, Children and references other to support this research.

FINDINGS AND DISCUSSION

Based on data from Description Approach Scientific in Learning Science Starters result of research based on observations have been obtained that there are 17 children who are already well developed in indicators of communicating, the indicator observes that has developed very well amount to 15 children, the indicators gather information that has developed numbered 14 children , the propose activities that has developed a very good indicator amounted to 13 children and reasoning are developed very well amount to 12 child.

This is consistent with the data that is assessed by means of observation checklists with information undeveloped, began to grow, develop according to expectations and growing very well. Where children are grown on the activity observed, ask, gather information, associate and communicate during the process of learning takes place inside and outside the classroom. In accordance with the results of observations conducted guidelines, children who are in Beringin kindergarten District of Gorontalo city Dungingi on scientific learning has been growing. There are five indicators in the observation that:

Observing

Observingis performed to determine such things with senses such as seeing, hearing, breathing, feeling and touching. From the results of research conducted through the results of the first semester (odd) on the scientific study shows that some children have not developed the indicators observed by the number of 10 children of a

number of 20 children. This is because most of the children are still less focus on the object / objects being observed by the child, frequent delays of children coming to school and is still a lack of resources in the form of a real child observation.

After the application of the scientific approach to the learning process in the second half (even) has suggested that the B1 group on scientific learning activities already developed very well with a number of 15 children, developing according to expectations amounted to 2 children. So that the result of observing indicators of child well-developed amounted to 17 children from 20 children. This shows a good result, because in the learning activities of scientific indicators to observe that in the second semester, more children are given the opportunity for teachers to play an active role in learning activities scientifically as children can observe the object / objects to be studied, can feel the difference in taste, distinguish between smooth and rough texture and can perform some simple science experiments such as experimental objects floating, floating and sinking.

Ask

In the scientific approach to learning is a child ask the parties. the question that arises is expected associated with the objects that have been observed by the child. Kids are encouraged to ask questions, either about the objects that have been observed as well as other things he wants to know. From the results of research conducted there are three children who have not developed the indicators ask that they needed guidance and direction from teachers. Teachers can also ask stimulating activities for children in advance using the methods of conversing on the subject being taught is so that children can understand more clearly the theme taught and children can do activities ask if there are things that are poorly understood by children. The result of the above discussion is supported by the theory that asking questionsis one measure to determine the level of understanding of the child after learning (Usman, 2010: 96).

Gathering Information

Gathering information is an activity undertaken by a variety of ways, for example: to do, to try, to discuss and summarize the results from various sources. Learning to use a scientific approach will involve the children in an activity to investigate the phenomenon in an attempt to obtain the correct information. From the results of research conducted on learning activities with a scientific approach to gathering information specifically indicators already developed very well with a number of 14 children, growing as expected with the amount of 3 children, began developing and underdeveloped 0 amounted to 3 children. In order to get the results of indicators to gather information for a child that has developed on indicators collected information amounts to 17 children from 20 children, the teacher gives kesempaan to children to try their own experiments made or mimicked, infer what children see and discuss with teachers and with peers about what children know.

The result of the above discussion is supported by the theory that the repeated observations of the several objects and events with interpretationcommunicate, the child looks very pleased with the media given by the teacher, the child is very excited to create a work according to his desire. Teachers provide opportunities for children to be creative in accordance with the imagination, but still refers to the themes that are taught, in the event a child is very active role so that all aspects of the existing development in children is clearly visible.

Reasoning

Reasoning is the ability to link the information already owned with the new information obtained so as to get a better understanding about something. From research conducted obtained results of research on learning scientific in children in group B on the learning activities of scientific, especially indicators of reasoning has been developing very well with the number of 12 children, growing as expected with the amount of 3 children, began to grow with the number 2 children and underdeveloped totaling 3 child. So that the results obtained from the indicators make sense for children who thrive on making sense of the indicator amounted to 17 children from 20 children.

Comunicatting

Communicating is an activity to pass things that have been studied in various forms, for instance through stories, movement, and by showing the results of his work in the form of images of various shapes from dough, dolls from papier-mache, crafts

from recycled materials and the results of webbing. The results were obtained data on the activities of communicating, the child looks very pleased with the media given by the teacher, the child is very excited to create a work according to his desire. Teachers provide opportunities for children to be creative in accordance with the imagination, but still refers to the themes that are taught, in the event a child is very active role so that all aspects of the existing development in children is clearly visible.

CONCLUSION

Based on the results found in this study can be summarized as follows: 1) From the data on observation shows that children are able to perform learning science by using scientific learning approaches such as the activity observed, ask, gather information, reason and communicate the child is already well developed in accordance with the child's age and developmental level of the child's learning needs. 2) Using a scientific approach to learning science starters very influential on children's knowledge, the value of spiritual / religious character of the child and the child to think scientifically and critically.

In closing this research report some suggestions need to be presented are as follows: a) The scientific approach to teaching science in the beginning, teachers should use teaching media in the form of objects / objects are concrete or in the form of pictures related to the theme being taught.

b) Teachers need to motivate to conduct learning activities in particular on the activities of communicating produced in the form of a work so as to produce works that "innovative" and can provide a whole array of tools / materials used by children and the need for assistance in learning activities science starters with the application of scientific learning approach so that children are able to think scientifically.

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THE STRATEGY IN EMPOWERING
THE INSTITUTION CHARACTER BY HEADMASTER
AS AN EDUCATIONAL LEADER

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ABSTRACT

The development of education and schooling from time to time not only been on the aspect of their institutions, but also on the role and core of the content carried out and taught, in accordance with the direction of government policy and global trends. The empowering the character had been becoming an issue the government to be realized. Each learner must be integrated the character values for their nowadays and future era. As a change agent, the principal strategic positions must guarantee to make it happen. The school principal is the key figure and strategically having strong position to strengthen the character. Therefore, it is important to principals to know various strategies to strengthen the students' character, especially in accordance with the global trends and development.

Keywords: characters institutes, principals, educational leaders

Leadership is an activity in organizing the physical resources to achieve organizational objectives effectively and efficiently (Gordon, 1991). In particular, school leadership is a behavior that depict human relationships in performing the tasks of school organization, even the leadership is seen to have close links with the personality. Leaders as part of an organization with a strong vision.

Leadership will run effectively and efficiently if there is consistency between the values of leadership are believed to conduct the implementation of (Robbins, 1999; Owens, 1991). Comprehensive study conducted at Ohio State University suggests the dimensions of the smoking behavior of leaders initiating structure and consideration (Robbins, 1999). Initiating structure describe the relationship managers and subordinates. While consideration is the behavior of brotherhood, confidence, warmth, interest and respect. Both of these dimensions give birth LBDQ (Leader Behavior Description Questionnaire) which indicates that these two dimensions are separate but not contradictory factors that lie in the continuum line four quadrants. Another study by The University of Michigan also put the behavior of leaders associated with the benchmark performance effectiveness (Robbins, 1999), which found the two forms of leadership behavior, which is production oriented leadership and employee-centered leadership, which by Likert is classified into three types of leadership behavior, namely: 1) task-oriented behavior, 2) relations oriented behavior and 3) participative leadership. According to the study, generalize effective leadership behaviors include effective leaders tend to: 1) establish a relationship with a subordinate who support and uphold respect for, 2) using the methods of the group in the supervision and decisions, 3) develop criteria high.

Various research leadership in context and different cultures in the decades to conclude that the values of honesty, integrity, solidarity towards the truth, and deep involvement emotionally and personally on all the organization's personnel is seen as the main determinant for the success of the practice of the leadership of an organization (Brown and Townsend 1997; Kouzez and Posner, 1991; McEwen and Salters, 1997; Sale, 1997; Swann, 1998). Desire for the authentic presentation of the values of integrity and truth appreciate the variety of contexts and cultures by the overall organizational resources is the fact and must be fought and revealed (Bhindi and Duignan, 1997; Duignan, 1998; Juharyanto, 2012). Authentication of these values trigger inflammatory spiritual motivation organizational and significantly impact on the birth of human empowerment organization that strengthens mutual achievement of organizational goals and was perfect (Covey, 1992).

From some research on educational leadership at the school, it was found that "lust" accomplished solely through strong leadership awareness is pushed firmly into the individual all stakeholders of education inspired by the example of "lust" outstanding principals in the form of a tangle of meaningful interaction through the use of value- value-based leadership with a variety of cultural contexts adjustment consistently (Juharyanto, 2012). Leaders are not just aware that they were with him, but farther and in that they are human dynamic that has ideals beautiful in the future and needed a place and an opportunity to develop optimally for the purpose of the

organization as a learning community they (Duignan, 1998; Fullan 1995; Keefe and Howard, 1997; Sackney, 1998; Sergiovanni, 1996; Juharyanto, 2012; Juharyanto, 2014). Therefore, effective leadership will only happen if the ethics and values of leadership was fundamental to the leader in carrying out its leadership (Brown and Townsend, 1997).

The concept of leadership ultimately must be interpreted in the context of a broader, more meaningful and more relevant to the real life of the community and trends. (Juharyanto, 2012). Finally, it should be realized that not only focuses on the leadership ability to influence others, but rather the power to stimulate awareness of others through the exploration of self-awareness of strengths together to achieve organizational goals. Leadership is basically a process of education and indoctrination humanist values of personal character in the context of the organization in the current global developments that surrounded him. Leadership in charge of exploring and developing the strength of character of the whole system of intersubjective approach based organization with global trends.

CONTEXT
Trend of Global Education Overview and Trend Global Education Practice

Globalization is a form of realization of the ultimate goal of integration of the various aspects of multi-region must be addressed wisely and appropriately by education. There are at least four things that will be the focus of globalization, among others, the first, multi-region countries into a unified production of multi-regional territories. Meanings wise to various global characteristics become an important part in the decision process of reflection determining educational organizations.

Second, globalization impact on competition is high, requiring a policy that includes competition policy, consumer protection, Intellectual Property Rights (IPR), taxation, and E-Commerce as well as integrative and comprehensive, views of leadership. Third, globalization has become the region's economic development as the basic reference in the size of human welfare. Competitiveness and dynamism of economic business will be enhanced by facilitating the development of human resources in terms of capacity building, finance, and technology. Fourth, globalization will be fully integrated on the entire sector, including the education sector.

Based on the four focus globalization, the gap between countries in the region are becoming increasingly small, certainly if it is supported by a balanced human resource capability. Although in some respects Indonesia also benefited from the production of goods that are not owned by the state of other areas, but if the quality of Indonesian human resources is not made significant progress, it is not impossible, Indonesia, with the largest population that is attached to mental consumptive, shocked, instant, and so only the main target countries in the region that have quality human resources (production) level. The primary key in the face of this is improving the competence of Indonesian human resources in order to utilize the comparative advantage into competitive advantage, with efforts to increase competitiveness of national human resources (Siradjuddin, 2014) and global.

The practice of education in a globalized world dominated by global product devices are getting stronger. Education does not only proceed in the traditional form, but more will be (were) takes place without limits of space and time. Education global era will undergo metamorphosis into education "without classrooms" (classroom-less) and without paper (paper-less) based e-paper, in which the central beliefs of learners and the community will be shifted to the product data and information technology based software, compared to the educators (Juharyanto, 2014).

The response to the presence of the globalization trend is certainly to be supported by reliable human resource capacity, strong mastery of science, foreign languages and technology, and a commitment to strong leadership and the ability to make itself as a model (uswah) powerful agents of change. Efforts to improve the quality of human resources can be reached with the efforts of synergy between government, business, and academia to establish competency standards of professionalism in each sector. Acceleration improving the quality of human resources to compete in the face of global 2015 must be implemented in order to achieve progress and catch up with other countries. The response to the global trend of course is not only a personal effort of everyone in the organization.

Strengthening local characteristics should be based on potential personal organizational agreement. However, the existence of an educational institution, whether consciously or not be the main backbone is expected by society to be able to prepare their students to become citizens of the generation of reliable global era with a stick to local characteristics. Educational institutions must make an effort respite before suspending its citizens. Naturally, the leading figure in carrying out these efforts are in themselves the principal.

Building Character Education Institutions

Character education includes moral dimension reasoning, moral feeling, and moral behavior (Lickona: 1991), or in the sense of the whole as a morality that includes moral judgment and moral behavior both prohibition-oriented morality and pro-social morality (Piaget, 1967; Kohlberg; 1975; Eisenberg-Berg; 1981). Character education should be developed by applying a holistic approach, with the understanding that "Effective character education is not adding a program or set of programs. Rather it is a transformation of the culture and life of the school "(Berkowitz: ... in goodcharacter.com: 2010). Lickona (1992) states that: "In character education, it's clear we want our children are Able to judge what is right, care deeply about what is right, and then do what they believe to be right-event in the face of pressure form temptation from without and within.

System fundamental values of an organization that is efficient are the values that built and strengthened through the form of value-based leadership strong and actually practiced by leaders with a shape model, thus binding the whole system organization into a homogeneity of characters that reinforce the organization itself , The value system is "conceptions of life in the mind as citizens on matters that should they deem is valuable in life" (Koentjaraningrat, 1982: 2), while the behavior is a "function of people's interactions with the environment" (Owens, 1991: 178). The products of interaction that could take the form of good behavior that brings a sense of security, satisfaction and others and bad behavior that can bring a sense of fear, hatred and others. In the organization, according to the theory could be "office holders" (Owens, 1991: 69), "employees and customers" (Robbins, 2002: 17), and both interact with their environment.

In this case the leader of the organization can start by creating a vision that would be credible by the members, communicate that vision all of the citizens of the organization and then institutionalize this vision through a variety of behaviors, rituals, ceremonies, and symbols, as well as through the system and the organization's policies (Vishnu and Nurhasanah, 2005: 263). Values-based leaders of character will gain the trust and respect of all members of the organization when leaders are able to concretely demonstrate their passion, persistence, struggle and sacrifice in carrying values of organizational character. Strengthen character education institutions significantly strengthening the values of characters (good and right) into the leader's personal self itself. The

success of self-affirmation would affect the character modeling the response by all the resources in the school system itself.

Every human being must have a positive character in the form of a positive attitude in view of the general public. A positive attitude, among others, optimism, faith, attitudes quickly recovered, sportsmanship, enthusiasm, sensitivity, humor, gratitude, humility and hope. Those virtues undergoing a process of internalization and dissemination into the individual and social relations in the organization.

Allport (in Suryabrata, 1984: 148) does not distinguish between the character (character) personality (personality). Both are dynamic organizations in the individual as a system that determines psychophysics unique way of adjusting to the environment. Character is used in a normative sense. In the original language, Allport calls "character is evaluated personality", otherwise "personality is character devaluated". According to Allport man is an organism that at the time of the birth in childhood are biological beings, then changed / developed in adulthood into individual ego is always evolving.

Denison (2000: 42) states that culture can affect the performance of the organization, organizational culture model is based on the properties of cultures of involvement, consistency, adaptability and mission. Wijanarko (2006: 63) states the values and norms to control the behavior of members of the organization, so that the culture of the organization will form a certain pattern of behavior of its members. Thus, the character played by principals as educational leaders to be very important and very powerful in determining and developing the organization's culture.

Principal as Amplifier Models Character Institution

The principal is a professional officer in the school organization responsible for managing all organizational resources and cooperate with teachers in educating students to achieve educational goals and to understand all the needs of the school. Professionalism principals can be achieved when they fulfill certain requirements and criteria that have been applied in the Minister of National Education (Permendiknas) No. 13 of 2007. Hanson (1991) states that the principal is able to perform its functions based on the duties and responsibilities, then a school principal should have the competence, which later became one of the basic references issuance of policies on certification of educators (Bafadal, 2008).

There are five competencies required of the principal in accordance with Permendiknas (Minister of National Education Regulation) No. 13 in 2007, namely: personal competence, managerial,

entrepreneurial, and social supervision, although implementation is often hampered for several reasons. Such as low mental principals, lack of motivation and spirit as well as the lack of discipline in doing the task, and often arrive late, insight principals are still cramped, even ambiguity implementation of the realm of the political on the basis of vested interests it often obscures the role of the principal professionals to improve the quality of quality teachers and quality of education nationally (Eferakaya in Ololube, 2007), because of the school's existence cannot be separated from political terminology (Cherian, F. & Daniel, Y., 2008). Within the framework of this, the socialization of organizational culture (Wasis D. Dwiyono, 2008, and Raihani, 2007) needs to be done in the context of the consistency of the spirit of decentralization (Tony Bush and David Gamage, 2001) in order to make the process of change in schools become more qualified and able to strengthen values character to the entire academic community of schools, particularly students.

The school principal as a leader not only teaching, but also as a change agent (agent of change) and the facilitator of the real work in the school reform (Wohlsetter, 1996). Bafadal (1995) found that the success of the process of implementing changes in primary schools supported by internal agents, especially the principal.

Research related to the theme of change in primary schools has been carried out following the findings that should be used as reference for developers and practitioners, including Lezotte, et al (1983) who studied the effect of the characteristics of effective schools on learning achievement; Purnell & Gotts (1983), which examines the involvement of parents in guiding children at home; Goodlad (1975) who studied the success of the school; Frymeir, et al (1984) who studied a hundred schools either through changes; Gibbons (1986) with a research emphasis on effective schools research through the implementation of the School Improvement Program; Barozzo (1987) which examined the effectiveness of schools by emphasizing the special teaching program; Rutter (in Sergiovanni, 1987), which examines the key role of principals for improving the quality of student output; Davis (1989), which examined the effectiveness of schools and teachers effective; and others. Various studies indicate the importance of the organization of the school as an integral part to accommodate the creation of a good school (read: effective, quality), which organizationally is largely determined by the principal.

Of diverse opinions above is known that the principal is the key to a crucial change in the direction in which the school is desired. The principal is the first and main responsible for the success of the character strengthening resource educational institutions. Failure and success are strengthening entirely the responsibility of the principal, as the industry leader and agent of change in schools. In short, modeling principals visualized into the attitudes and behavior characteristic in daily attendance, the key factor for the success and failure of educational institutions assisted.

Institutions Character Education Strengthening Strategy

The principal is a professional officer in the school organization responsible for managing all organizational resources and cooperate with teachers to reinforce character values to students through education and teaching in schools. The school principal is a teacher plus his post as principal for its expertise in aspects of knowledge, attitudes, and skills. Overall these aspects blend into oneself fully and proportionally to become a different person when compared with the presence of teachers and other administrators. Thus, strengthening the character to the whole resource, the task is not difficult for principals with the stock-provision the perfect aspect of competence. In fact, not all principals are able to do strengthening the character. School principals are often trapped in the dominance of administrative and technical activities, where they basically are also required to carry out such other functions as leaders, managers, and supervisors at his school. A good understanding of these functions need to be internalized and improved as a guarantee of strengthening the character of students, as mandated by law. In addition, some of the strategies that can be done to strengthen the value of the principal characters to the learners, among others: 1) integration of the whole institution; 2) Integration of total competence into everyday aspects of school culture; 3) Strengthening the commitment of discipline; 4) cooperation with third parties; 5) On going monitoring and evaluation; 6) Routine Reporting Progress; 7) Open reflection (Juharyanto, 2015).

The main priority in strengthening the character is through the planting of educational values that strives to maturing whole man. Suwarno, (1985) stated that in order to pass these education efforts, the school cannot do it alone without the involvement of other parties, namely the family and society. That awareness has consequences on schools to constantly coordinate intensively on strengthening the character of the students as part of the family and the community, receiving feedback, and plan the same precautions

in treating learners. Involving the community and family resulted in increased public awareness of school programs, as well as platforms for third parties to find a solution to all the problems associated with the weakening of the character he wants, and to strengthen it together.

One aspect that is emphasized in the process of internalization of values-based character in the process of character development of students is the value of professionalism and competency awareness of himself as principal. Moving the students to always apply the character values should be done through the example, where the principal realizing values of competence in real life every day. Moving the learner's meaningful presents stimulus good values through the embodiment of these values in the presence of everyone, especially the students. Integration of the values of these characters can also be done through visualization of the character values that are integrated with educational aids openly spread into every aspect / infrastructure education unit.

Strengthening of the character is closely linked to the strengthening of discipline commitments. Commitment discipline should be built on the basis of individual potential learners. By implication, the performance indicators of discipline among different individuals, as different disciplinary action they will receive. Rules within the framework of the enforcement of discipline to build character prepared by schools, so that uniform, is an indication not accommodated aspects of individuality learners.

Awareness of the importance of the involvement of the institution and the amplifier amplifies the value of the character in character values learners should be nurtured and strengthened to all school resources. Implementation of cooperation with various institutions also seem to deserve more serious attention from the principal. Particularly firmness roles and definitions of coordination between them, ranging from forms of coordination, monitoring and evaluation systems, as well as the clarity of character building and values of integrative of the internalization of the desired characters. Activities comparative study, paramedics overnight, internships, bring in speakers, outbound activities, and others are some examples of third-party cooperation. Empowerment school committee as an organization that has the ability to observe legal in character of the people, it becomes very important to do. The characters are developed would remain based on the loyalty of the

people, in which the school committee have the knowledge and experience about it.

Strengthening monitoring and evaluation of the characters refers to the principle going on monitoring and evaluation. The activity was carried out with a view to be able to reflect on all forms or performance reinforcement characters performed by students and the entire school resources. The activity is not limited by time and place, long lasting time and in all conditions. Each resource has a relatively equal role in conducting these activities.

A progress report achievement strengthening character should become routine and planned perfectly. Routine activities often are not ignorant of the substance of the activity itself. As a result, activities for the sake of activity is only done in order to abort the scheduled obligations. Therefore, these activities should be planned in such a way that the substance of his progress report to produce constructive conclusions for the improvement program to strengthen the three characters together among existing education centers. Every effort to strengthen the character should be reflected openly by all the parties involved. Reflection is done through Bergama approach, either one-way reflection, two-way reflection, reflection and multi ways, depending upon the scope, resources, and performance targets learner's characters.

Besides, according to Bezzina (1995), there are several strategies that were developed in the context of decentralization and institutional transparency, among other things: 1) Develop a vision; 2) Main Ideology; 3) Meeting the Challenge; 4) learners; 5) imagination; 6) promoting values; 7) empowerment; 8) collegial leadership; and 9) heroic.

Research conducted by Buell, 1988; Champy, 1995; Fullan, 1995; Terry, in 1993, concluded that the effectiveness of a change is determined by the development vision properly distributed to the entire organization. This condition requires wisdom and faith institutions to cooperate more on helping institutions under it shape their future through the formulation and development of their own vision, of course, the vision that in-breakdown of the vision and mission of the institution on it.

The main ideology is defined as an organization's character, whose existence becomes adhesive for each institution to develop and move forward together to realize the vision in one bond of harmony normative regulative. The main ideological cover basic values, core purpose, and envision the future.

The basic values are very important and enduring presence for an organization that is in the process of learning. The basic values are rooted in the values legalistic recognized as true by mass (perineal). The values of honesty, trust, integrity, working monkey, efforts to repair themselves

endlessly, empowerment and creativity, services, and mindset, attitudes, actions holistic, should not change because of the changes that occur on the outside, but rather be the best reference for the occurrence changes in organizational systems (Collins and Porras, 1996). The core objective is more emphasis on the reasons why the organization was held, created or formed. The core objective which can effectively help members reflect ideally motivation in achieving organizational goals.

Envisioning the future is to set goals and a clear strategy to achieve the goal in the future. Fritz (1996) states that the development of an organization is determined by the clarity and firmness of purpose the mission statement of the organization. For organizations that are always learning, the mission will not be meaningless if the mission does not possess an inner self-educator, patterned on the attitudes and actions, then drift off to all corners of the organization (inner edge) is extrapolated into the formulation of objectives more concrete and realistic. Thus, the strategy also includes the formulation of indicators or success criteria as the basis for clarification of the terms of the dimension of time, effort, cost and the activity itself (Ainscow et al., 1996).

The failure of educational practices in the context of the decentralization of education by promoting independence and autonomy over the management and leadership is not entirely successful. The cause is an act done in preparing the resource leaning on a technical level conceptual aspects that require change, and less attention to the human aspect characters (Bezzina, 1998). Effective management for an organization, it cannot be taught, because the management is not just a collection of mechanical task, but the character interaction humanistic (Bell and Harrison, 1998), and an emphasis on the aspect of character humanistic have an effect on the future leadership of the effective (Adair, 1983 ; Mortimore and Mortimore, 1991), and integrated with humanistic character, which according to Duignan (1998) is the leader of the "full-blooded creatures who are politically and spiritually aware, Earthly and practical. The principle of lifelong learning should be upheld and practiced by the leader (Crowther and Limerick, 1998). Leaders need to promote an environment in which active learning can occur. Learning needs to be seen as a social activity (Downs, 1995) in which everyone has a role to play in helping people to learn.

Visionary leaders always make "mental leap" by changing "conditions are not possible at this time" to "should be in the future". They are always bound by the imagination so that the commitment and high creativity, childbirth new energy and a new way of life-sustaining organization. An important characteristic of future leaders constantly strives to be a model / example and communicate his example through the depth of beliefs and ideas as well as his daily behavior, or according to Boyatzis (2010) is called the resonant leader. The leader of the global era into a creator of value system once the center echoes those values which then reverberate around the entire corner of the organization according to certain principles are recognized reliability or Covey (1992) called a value system centered around Principles. Leaders would do well to seek to attach behavior management and leadership to the principles of personal integrity, credibility and trusting relationship (Kouzez and Posner, 1991), and a commitment to ethical values and morals such as compassion, humility and service (Juharyanto, 2014) so that the organizational structure, processes and practices to be built, maintained, preserved and developed. Of course the value of the promotion will run well when framed by the principles of al *Muhafadatu 'a laa Qodimis Sholeh wal Akhdu bil jadidil Ashlah* (in Juharyanto, 2012). Subordinate sometimes admire leaders who delegate their authority, which makes subordinates feel strong and capable. Underling handed back the trust, support and praise to the leader, and this helps to strengthen the leadership and vision of the organization. Leadership cannot be the prerogative of one person. Future leaders need to be trained to master the art of shaping the team, in collaboration with the team rather than directing and giving orders. Collegial leadership encourages prolonged resistance organization.

Management basically have a heroic dimension because it is always in touch with the challenges and the pursuit of success and there is no reason to run away from responsibility (Teal, 1996). Leaders are confident and always willing to challenge himself to do a lot of things that probably seemed beyond her abilities and at the same time always willing to accept the challenge of internal and external organization.

CONCLUSION

From the foregoing description it can be concluded among other things:

1. Globalization was inevitable and unavoidable, as the impacts inherent with it. To the school as a leader educational institution is obliged to make himself as a model for strengthening the competence and global character-based local values.

2. Human Resources quality produced only by quality education run leader who also qualified.

3. Strengthening characters into educational institutions can be done through various strategies, among others: 1) integration of the whole institution; 2) Integration of total competence into everyday aspects of school culture; 3) Strengthening the commitment of discipline; 4) cooperation with third parties; 5) On going monitoring and evaluation; 6) Routine Reporting Progress; 7) Open reflection; 8) building a culture of independence; 9) develop a vision; 10) confirms the main ideology; 11) establish the readiness to face challenges: the learners, the imagination, the promotion of values, empowerment, collegial leadership and heroic spirit. ✍

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VALIDATION OF THE PSYCHOLOGICAL RESILIENCE SCALE AND IMPLICATION FOR GUIDANCE AND COUNSELING PRACTICE

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ABSTRACT

This study validated of a Indonesian adaptation of the psychological scale of the resilience youth development module (RYDM) for secondary school version. This scale measure six psychological factors hypotheticthat associated with student's academic success. Sample of 158 seventh grade students from five secondary schools at Singaraja, Bali (47.4% male and 52.6% female, with age range 12-13 years). The construct validation using exploratory factor analysis (EFA) method, with SPSS 22.0. Five iteration of the EFA produced 14 items of 18 items tested, which make up 5 a factor of 6 original factor in the scale. This five factors formed (of 14 items)are remains consistent with the conceptual basis RYDM in the original instruments used. Implications of the results for the practice of guidance and counseling in schools is discussed.

Keywords: resilience scale, validation

A core goal of school counseloris to provide flexible and responsive services for adolescents who are experiencing mental health challenges that MIGHT inhibit transitions to upward-spiraling, positive developmental trajectories (Masten, 2001). One component of this overall effort is to search for and monitor psychosocial experiences via the administration of whole-school surveys as part of universal mental health screening assessments (Dowdy et al., 2015; Moore et al., 2015).

Every student has the possibility to dealing with various difficulties, obstacles and psychological pressure (stress) in academic activities as well as their development tasks. The students in secondary school, they were faced with the complex of academic and developmental tasks that cannot be completed by students easily. Students often failure to solve this problems, and then trigger the emotional stress such as high anxiety, social problems and other issues.

Children and youth develop into mature adults depending on the extent of intrinsic assets such as perseverance, efficacy, self-esteem, and active avoidance of risk-taking behaviours, and extrinsic assets such as living in a nurturing environment with supportive parents, having a non delinquent peer group and experiencing a healthy school climate (Armstrong et al., 2005; Lerner et al., 2003). When faced with adversity and risk, some youth will survive and even thrive, while the others will succumb to risky and possibly self-destructive behavior.

Measurement of resilience is needed to identification of modifiable factors that can be used to inform research and policy to help youth capabilities thatis required to cope adversity during normative and non-normative developmental transitions.Resilience is a set of capabilities that students use to successfully come to terms with his failure, emotional social overcoming difficulties that can lead academic activities with high academic achievement results. Resilience is a psychological construct the which includes several capabilities that contribute positively to students' academic achievement and healthy development.

Resilience is defined as a positive adaptation ability to succeed in the face of pressure risk. The proposed model of resilience Benard (1995) suggested that the characteristics of students who have resiliency characterized by (1) the ability to obtain a positive response from others, thus forming positive relationships with teachers and peers; (2) the ability to solve problems related to planning and decision-making on an issue that accommodate the views and self-control as well as strategies to get help from others; (3) autonomous concerning the identity and the ability to act independently and control the environment, and (4) positive aspirations and goals that include its realistic goals, expectations of a healthy, persistence, and a view towards a bright future.

The Healthy Kids Survey (HKS) is a comprehensive, student self-report tool for monitoring the school environment and student health risks (Hanson & Kim, 2007). The CHKS is a school-focused questionnaire that measures risk and resilience factors through student self-reports. It has been used in research examining factors Influence of smoking and drinking behaviors (Kim & McCarthy, 2006), teenage pregnancy (McDonnell et al., 2007), asthma Among Hispanic and Asian

students (Davis et al., 2006), and risk factors associated with school violence (Furlong, et al., 2001). One component of the CHKS is the Resilience Youth Development Module (RYDM)(Constantine & Benard, 2001; Constantine et al., 1999; WestEd, 2009).

The full RYDM contains 56 items that were designed to measure the internal assets (personal strengths) and external resources (protective factors), all of them have been linked to positive developmental outcomes (Benard & Slade, 2009). There is an elementary and secondary version, however, the focus of this article is on the secondary version for internal assets subscales. This study analysis the internal assets original 18 items were developed to measure six-core constructs based on Benard's resilience model (Benard & Slade, 2009). As the RYDM has been used in California and additional analyzes completed, clarifications to its underlying structure and content have been reported. In a detailed analysis, Hanson and Kim (2007) found that the number of items could be reduced due to differential item functioning (across racial-ethnic groups or by gender), inconsistent factor loading patterns, or cross-loading items across factors. Therefore, this study uses the 12 internal asset items identified by Hanson and Kim (2007) that measure four areas of personal strength: self-efficacy, empathy, problem solving, and self-awareness.

Previous research conducted Hanson & Kim (2007) have provided evidence supporting the psychometric properties of the instrument RYDM and showed that at the school level sub-scale psychological or internal assets is positively related to index of ranking's academic performance (Hanson & Austin, 2002). However, given that this RYDM developed as a population-based surveys, there is limited evidence supporting the use and interpretation of the youth students in Indonesia, into account individual differences (cultural, racial, demographic, and so on).

Therefore, the purpose of this investigation is to adapt the psychological scale version RYDM secondary school into Indonesian. This study uses 18 original items from RYDM psychological subscale that measures the ability of cooperation and communication, self-efficacy, empathy, self-awareness, problem solving and goal aspirations (Constantine & Benard, 2001; Constantine et al., 1999).

METHOD

Translation process of Psychological Resilience Youth Sub-scales Depelovement

Module (RYDM) from English to Indonesian involving linguists from UPT Language Ganesha Education University, Singaraja. Administrating scale was done through a survey using respondent amounted to 158 of 7th grade students from five secondary schools at Singaraja. From the 158 respondents, 47.4% male and 52.6% female, with age range 12-13 years. Charging is done by the respondent resilience scale by selecting one of four alternative answers are provided for each items, (1) not at all true, (2) a little true, (3) pretty much true, (4) very much true. Construct validity of methods using exploratory factor analysis (EFA), the which is done use SPSS 22.0.

RESULTS AND DISCUSION
Results

The first iterationof EFA (18 items, n = 158) showed the Kaiser-Meyer-Olkin (KMO) is 0.638 and the Barlett's test were significant (p <0.001), indicating that the sample size are adequated. Anti-image Matrices value in item 7 is 0.484 (p> 0.5), so thus item 7 is deleted. The second iterationEFA (17 items, n = 158) showed a value of 0.655 KMO and Barlett's test values were significantly (p <0.001). Anti-image Matrices in all items (17 items) showsignificant values (p> 0.5). Extraction communalities of item 8 is 0.432, less than the required extraction (> 0.5), thus itemdeleted from the analysis.

Analysis of the third iteration(26 items, n = 158) show KMO is 0.658 and significantBarlett's test (p<0.001), Anti-image value of items 4 amounted to 0.493 (<0.5) thus deleted from testing. Analysis of fourth iteration (15 items) KMO value 0.691 and indicates the significant value of Barlett's test. Anti-image output Matrices on all items show anti image value significantly (p> 0.5). However, the value extraction communalities item 1 of 0.477 less than the required extraction (> 0.5), thus deleted from the analysis.

Fiveth iteration EFA (14 items) showed the KMO value 0.688 and significan Barlett's test (p <0.001). Anti image value on all items (14 items) is above 0.5, (p>0.5). Matrices Anti-image as well as the value extraction communalities show anti image value at 14 items was tested is above 0.5 (> 0.5). Thus the factor analysis of five iteration, using 14 items have met the test requirement exploratory factor analysis.

The next step is an assessment of the factors that are formed are summarized in the table 1.

Interpretation of the items forming the five factors in table 1 are based onsignificant loading factor. Loading factor under 0.40 is not written and the items are sorted by loading each item in each factor. Factor 1, 2, 3 and 4 has three items with significant loading and a factor 5 has two items. Each factor is given a labeled name of factor based

on the items that form. Factor 1 is formed by items 10, 11 and 12, are based on factors originated from factor problem solving then it remains to be named as problem solving. Factor 2 was formed by items 13, 14 and 15 is labeled as self-awareness factor. Factor 3 is formed by items 2 and 3 (derived from the factor of cooperation and communication) and item 9 (derived from factors empathy), to reflect two of the determining factors are then given a new name as a social skills. Factor 4 is formed by items 16,17 and 18 were named factors goal and aspirations. Factor 5 was formed by items 5 and 6 remain named as a factor of self-efficacy.

Validation of factors is an important step in the factor analysis, especially when trying to determine the underlying structure between variables. Optimally, the measure used is a factor validation analysis via confirmatory factor analysis, such as structural equation models, but the type of follow-up is often not feasible. Another way, which can be used in the validation effort is a factor with a separate sample analysis or conduct the analysis with new sample (Hair et al., 2010). In this study, the way used to test the stability factor is formed by way of a split sample analysis.

The first step in the validation process of these factors is splited the sample into two equal samples of 158 respondents, the estimation models to examine the appeal factor. Table 2 shows the loading factor on varimax rotation for two-factor model, as well as extract value communalities. As can be seen, the two rotation varimax quite comparable in terms of loading and communalities for all items.

Based on the results of table 2, it can be seen that all items forming factors identified in earlier testing stable adequacy of forming a common factor in this analysis in the first and second iteration. The results of the analysis of item-total correlation on each item (n = 158) showed Cronbach's Alpha value more than 0.777. With this result, can reasonably believed that the factors which form is stabled at these samples and fit for use in wider population.

Discussion

Table 2 show summarizes the means, standard deviations, and t-values of each factor and the overall sample by gender. This test involves a sample of 158 respondents comprising 75 Male (47.4%) and 83 Female (52.6%). The comparative factors in the sub-scale psychological resilience by gender shows that there are significant differences between respondents of women and men in self-awareness factor with t value of -3.043 ($p < 0.05$) and the factor of self-efficacy with t -

1.068 ($p < 0.05$). While on other factors, namely problem solving, social skills and goals and aspirations as well as the overall resilience is not a significant difference.

Construcs validation results version of junior high school students have produced 14 items of 18 items tested, which make up 5 a factor of 6 original factor in RYDM. The results of exploratory factor analysis (EFA) in round five showed that 5 factors formed of 14 items used remains consistent with the conceptual foundation applies. These results are in line with the testing that has been done before by Hanson and Kim (2007), which shows RYDM psychological subscale version of junior high school students who produced four factors psychological resilience and consistent with the original instruments used and referenced conceptual foundation.

Analysis of all five rounds factors show that factor 1, 2, 3 and 4 are formed by each of the three items with a factor loading of each significant, meanwhile, a factor of 5 is formed by two items. The results of this analysis in fact does not detract from the six factors used in RYDM origin are used. But there is a merger of two factors into one factor, namely the factor of cooperation and communication and empathy factor merge into one factor labeled social skills.

Related with the conceptual underpinnings of resilience models proposed Bernard (1991; 1995; 2004) that cooperation and communication aspect is part of social skills which is defined as the ability to work, exchange ideas, and express feelings and establish effectively relationship with others. Cooperation and communication skills is one of the potential that encourages students to be able to locate and utilize sources of help from others in the face of academic difficulties. Meanwhile, empathy is also an important part of social skills (Bernard, 1991; 1995; 2004), which is a skill that directs a person to behave with compassion and give priority to the feelings of the others. Empathy is also about understanding and caring attitude with the experience and the feelings of others (Hanson & Kim, 2007). The description indicates that the skills of cooperation or communicate very closely related to empathy, even a single integral part. Skills in cooperation and communication without being accompanied by empathy can not achieve the result of cooperation and good communication. Because, basically, everybody feels comfortable to interact, cooperate or communicate with people who understand and appreciate the feelings and thoughts.

Stability testing of five factors (comprise 14 items) resulting from the analysis of five rounds to use methods *split sample analysis.*The analysis showed that the 14 items forming five factors identified in earlier testing stable adequacy of each

fixed form factor similar to the analysis in the first and second rounds. Meanwhile, item-total correlation analysis on the each items (n = 158) showed Cronbach's Alpha value more than 0.777. With this result can reasonably believed that the factors which form stable at these samples and fit for use in the wider population.

Comparative analysis of the factors in the sub-scale psychological resilience by gender shows that there are significant differences between respondents of women and men in self-awareness factor with t value of -3.043 (p <0.05) and self-efficacy factor with a value of t -1.068 (p <0.05). While on other factors, namely problem solving, social skills and goals and aspirations as well as the resilience of the overall no significant differences between the samples of men with women.

Research limitations

Although this study has successfully demonstrated the validation RYDM psychological subscale to Indonesian secondary school version, the sample is limited only involves students in grade 7. To get a more varied response, future studies require involving a sample of students in grade 7-9 with involving the school population more lots and in the wider region. In addition, this study is limited to only a test of the psychological subscales (internal resilience assets), future research should also perform testing involves sub-scale for external assets.

Implications for Guidance and Counselling Pratice

Guidance and counseling is one component of the formal educational system in Indonesia. School counselors as a personnel executive for developing the psychological aspects that support the academic achievement and healthy development (Permendikbud No. 111 of 2014). In signs Implementation Guidance and Counseling in Schools (ABKIN 2007) also mentioned that the guidance and counseling in school settings have primary urgency to help the various capablities of each student in overcoming various difficulties or problems, realizing mental health, and success in academic, career and social. This description indicates that the school counselor as key actors in guidance and counseling services in schools must have a strategic role in developing academic resilience as a realization of optimal development of students. One of the efforts is to organize of counseling's programthat addressed to help students overcome psychological stress, helping students develop the ability to solve problems, improve the readiness of emotional

and social competence as well as providing positive support needed for students when faced with difficulties, failures, problems in the academic and life.

Based on understanding of the factors that shape and influence the development of the resilience acording theory by Bernard & Slades (2009) and Grotberg (1999; 2012), counselorshave been developed the program that adressed to: optimizing the quality factors of individual (internal assets resilience) and revitalize external factors of a social environment that supports the development of the assets of a student's resilience (Winders, 2014; Nicoll, 2014). Correspondingly, Masten et al., (2008) also suggested the school counselors, teachers, principals and staff roles administration to colaborate as a promotive and protective factors in the lives of students to developing learning skills, a wide range of competencies, skills self-management, and other skills in carrying adapt to their social environment.

School counselors can contribute to the resilience of the students in a variety of academic guidance and counseling program that's independence, as well as efforts to promote a positive relationship between teachers and students, between students and the staff, and to all students. The efforts of advocacy or interventions aimed at protecting students from the negative influence of risk factors. School counselors can promote programs involving teachers, principals, administrative staff and all the students as collaborative partners in creating a climate conducive school environment ss well as a partnership or collaboration with the parents to create a climate conducive care at home.

Measurement of the psychological aspects of the resilience of students is one of the efforts for school counselors to understand the potential of strength the students. This is important because the practice of counseling and psychology in the school setting today are challenged to look at students as individuals who have the potential, assets, or strengths and sources of potenial from the environment (Seligman, 1999; Gallasi & Akos 2007; Akos & Gallasi 2008; Gallasi et al., 2008). This is also consistent with the Comprehensive and Developmental Guidance and Counseling paradims (ASCA, 2012).

Measurements of resilience can enable it to do identification of influencing factors, and can be used as information research and policy ideas to help students develop the capacity they need to overcome the difficulties during their developmental stages. Through the identification of resilience student, school counselor or school psychologist can design and conduct educational programs that are relevant socio-emotional resilience based on the condition of students.Based

on the above, it can be argued that resilience is an aspect of a potential or strength of students is important to be understood by a school counselor or school psychologist. Understanding the condition of the resilience of students associated with the resilience measurement efforts that require a measuring instrument. Results validation of RYDM psychological subscale is beneficial for school counselors as part of the instruments used in an effort to understand the psychological aspects that depeloving student resilience.

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THE HISTORY OF TURKEY IN THE NOVEL OF API TAUHID WRITTEN BY HABIBURRAHMAN EL SHIRAZY

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ABSTRACT

This study, entitled "The History of Turkey in the Novel of Api Tauhid written by Habiburrahman El Shirazy." The main problem is about the history of Turkey that has a unique position on the history of the world, especially in Europe and also the Muslim community which is portrayed in the whole story. The purpose of the research is, (a) to describe the elements of structure of the novel as well as the entanglement among the elements in the novel, (b) to find, understand, and to describe the historical proof of Turkey. This research uses qualitative method that has descriptive type, and also the sociology of literature is used as the approach while the conclusion technique uses inductive menthod. The conclusion of the research are; the first is the novel structure of Api Tauhid has traditional rule as the correlated, organized and coherent structure whether on plot, character, setting, and theme. Furthermore, it shows the entanglement of the story of the great Bediuzzaman Said Nursi combined with romantic love story between Fahmi and Nuzula. The second, knowing the touch of natural beauty of Indonesia, local culture of Indonesia met with Turkish's nature and culture depicted in the novel.

Keywords: turkish history, sociology of literature, and bediuzzaman said nursi

The novel as a work of fiction can contain values of society struggles. In the historical novel, historical values conveyed through stories created by authors drawn from the events of the past that really happened. According Nurgiyantoro (2013: 8) history suggests only events that never happened, bound and limited to the facts, though not infrequently there is also a manipulation of history. History is the most important thing to be learned by all of humanity as it is said in (QS.Yusuf: 111);

> "Indeed in their stories that there is a lesson for people who have sense. Al-Quran is not a made-up story, but justify (the books) were previously able to explain everything, and as guidance and mercy for those who believe. "

History can be obtained from various sources, one of them through a literary work. Novel in the science literature is a form of prose. One of the novel that contains the value of their history is Api Tauhid written by Habiburrahman El Shirazy. Novel of Api Tauhid by Habiburrahman El Shirazy tried to take the unusual setting, take the Medina and Turkey as a background where a story is told.

The historical value of the novel Api Tauhid can be understood carefully and there are interesting things, especially on the background of history that can give the impression and makes the readers imagine and recall the history of the Ottoman Empire and Turkey recognize leaders in the era of upheaval, Bediuzzaman Said Nursi. Therefore, researchers interested in studying the history of Turkey in Api Tauhid written by Habiburrahman El Shirazy.

Based on the background of the problems above, the focus of the problem in this research is the history of Turkey in Novel Api Tauhid written by Habiburrahman El Shirazy.

The Definition of Sociology of Literature

Sociology of literature is one branch of science to study literature. Endraswara (2008: 79) emphasizes the sociology of literature is research focused on human problems because literature often expresses the struggle of mankind in determining its future, imagination, feeling, and intuition. Furthermore Swingewood in Yasa (2012: 24) sociology of literature is aimed to connect the experience of the characters and author's situations imaginary with their historical climate. Based on some of these opinions can be concluded that the sociology of literature is literature research linking social aspect in a work of literature.

The Concept of Historical Values

History is an important part of the journey of a people, nation, state, or individual. According Sjamsuddin (2012: 9)

term history of the Arabic word syajaratun which means "tree" that is similar understanding with salasilah (salsilah, genealogy), which means "family tree" (family tree; stamboom) later adopted into a history that eventually are used in general that the same meaning to the term history as a result of a scientific study in English or in French histoire, Geschiedenis in Dutch, or Geschichte in German. Based on the opinion, the philosophical history depicts a family tree that has a close relationship between the roots, trunk, branches, twigs and leaves and fruit. All the elements of the tree are has very close relation.

According Poerwadarminta in Dien Madjid and Johan Wahyudhi (2014: 8) on the progress, the history of the Indonesian word refers to the word history (English). The word history, means (1) genealogy; origin; (2) events, events that actually have occurred in the past; (3) science, knowledge, stories, lessons about the incident and the events that actually occurred in the past; history. Based on the ideas, history has a strong linkage between the events of the past. On the other words, the history here is a science that expands the development of society with a long poses once so that will be formed into an object of history.

According Daliman (2012: 5) understanding of history can refer to three terms, first, history as an event that actually happened (res Gestae), second, history as a story or knowledge of events that have occurred (rerun gestarum or full acta or scientia rerum gestarum), and third, the history as the value (value). Based on the opinion, that history can be divided into: history as an event, the history of science and history as a value.

Based on some of these opinions can be concluded that a history of incidents or events in the past related to human life, which has a close relationship between the past, present and future.

FINDINGS AND DISCUSSION

No	Unit	Quotation from the Novel	Turkey Historical Proof	Analysis
1	5	And that day, before the sun is directly overhead, the Muslims have been flying the flag of victory. That afternoon, Sultan Mohammed II entered Constantinople City accompanied by all the troops and their commanders. Sultan Muhammad II passes through the Gate Andrianopolis now known as Edirnekapi. (p.100)	Al-Munyawi (2012: 152) on that day, Tuesday 20 Jumadal Ula 857 AH / May 29, 1453 AD, before the sun is overhead, Sultan Al-Fatih has been at the center of the town accompanied by troops and their commanders while saying "Mashallah God! "He turned to them and said:" You really have become the conqueror of Constantinople who had reportedly by Rasulullah sallallaahu alaihi wa sallam. " Amiruddin (2013: 25) Sultan Mehmet II until given the title of Al-Fateh (Conqueror), being able to conquer Constantinople, a fortress that is very strong in the European world. Some of the previous king wanted to conquer Constantinople, but only when the Al-Fatih Mehmet can mnembus blockade the citadel. Following the war conquered Constantinople history illustrates, courage, tenacity, and intelligence of the king who is also a military leader.	The victory of Muslim people gained in conquering Constantinople is the effect of the great zeal, fueled by the story of the history of the past, where a fire spirit was transmitted by the Rasullah sallallaahu alaihi wa Sallam.
2	5	Since then, Sultan Muhammad II got the nickname Sultan	Amiruddin (2013: 18) empire of the Ottoman Empire led by Sultan Mehmet II's famous name to Al-Fatih,	History as the value is able to write every success. The success achieved in power

		Muhammad Al Fatih. At that time, he was only twenty-one years, and has led one of the most famous conquest in the history of mankind.(p.101)	thus its name to Al-Fatih Mehmet. Sultan is then able to defeat the Byzantines and conquered Constantinople in 1453 AD with the opening of Constantinople as the strongest bastion of the Byzantine empire then open wider road towards Europe. Al-Fatih title precisely because he is able to conquer the city of Constantinople who never could be done by a number of previous sultans. Edyar, et al (2009: 143) he was known by the name of al-Fatih the Conqueror or appetizer. Because in his time the Byzantine city of Constantinople as the capital can be conquered. Mubarok (2008: 205-206) highlight the expansion carried out by Muhammad II (pngganti Murad II) so that the title of al-Fatih (Conqueror). Mohammed II conquered Constantinople (1453 AD) and was renamed Istanbul. Nurhakim (2012: 147-148), in particular the expansion forwarding is done by the Caliph Muhammad II Al-Fatih burglar, because of its success to conquer the last bastion of the Byzantine empire, Constantinople.	will give you "immortal" Civilization. Power will always follow the success of any value.
3	9	There he read and studied the books of the day and night. The books of reference of the scholars are quite heavy as Jam'u al Jawami 'he finished with the brief.(p. 181)	Syauqi (vol.6: 764) and when Said Nursi are under the guidance of Sheikh Fathullah Afandi, he intensively within one week being able to read and memorize the book of Jam'ul Jawami'karya Ibn as-Subki. Tampubolon (vol.11: 3) Nursi classified pupil of genius. At the level of the madrassa, Nursi have been able to learn and memorize the learning material in the field of religious sciences, among them such as: hermeneutics, the science of hadith, fiqh, tasawwuf, and others. He was able to memorize and master more than eighty major reference book of Islam, they are: Book Jam'u al-Jawami ', the book Sharh al-Mawaqif, Tuhfah, and others.	History proves every civilization always breeds amazing people who have great strength.
4	10	No doubt, Sheikh Molla Fethullah amazed by what he saw. "Subhan allah, the incredible intelligence with extraordinary	Syauqi (vol.6: 766) and at this moment, as a result of his achievements, and the intelligence he has, Said Nursi widely known as Badi 'al-Zaman time or miracle, the name given to him a few years earlier by Molla Fethullah of Siirt.	Epithets will always be inherent for awesome strenght. This is the story of history that can't be underestimated or forgotten in the blink of an eye.

		memorization strength in you. This is really extremely rare. You deserve to be called Bediuzzaman. The wonders of the age. "It was the first time gained the nickname Bediuzzaman Said Nursi. Furthermore, the nickname that will be attached to his name, so often called Bediuzzaman Said Nursi. (pp.200-201)	Tampubolon (vol.2: 3) thanks to the achievements and reputation in the field of religious sciences and non-religious sciences, as well as his skill in debate with a number of leading scholars, but when it was new age around 16, Nursi was given the nickname "Badi'uzzaman "(child of the times and superhuman today, excellence times). Amiruddin (2013: 44) after graduating as an Islamic scholar Said Nursi study on Sheikh Fethullah Efendi, and for his wit in learning he was called Bediuzzaman (the wonders of the age).	
5	20	On October 29, 1923, the Supreme Council adopted a constitution that created the Republic of Turkey. On the same day, Mustafa Kemal was elected its first president. And on March 3, 1924, the Grand National Assembly, passed legislation removing the contents of the Caliphate, and severs all relations between the Republic of Turkey and the Ottoman Caliphate. (p.417)	Amiruddin (2013: 41) Republic of Turkey was proclaimed in Ankara on October 29, 1923. Statement of reimbursement form the State of forms kingdom to a republic at the same time shift the relationship between religion and the State. State Affairs have been split with religion even religious practice has been banned in the public domain. Since the imposition of Islamic law in the State Turkey also removed and then exchanged with secular law. All aspects of education are taken over from the religious men and then placed under the control of States which have adhered to the secular system. Similarly, institution or organization Shaykh al-Islam removed on March 3, 1924, and then on to replace directorate in charge of religious functions. Mubarok (2008: 217) as caliph was considered insubordination for having political activities, such as receiving guests from other countries, to send ambassadors to foreign countries, and held a ceremonial pomp on Friday, and remained in Istanbul, MNA decided that the post of caliph removed because they gave birth to dualism leadership (March 3, 1924) and the caliph Abdul Majid and his family sought asylum in Switzerland.	History is a picture of the human past and the surrounding areas as social beings. No lasting from every grip power. Power becomes setback if the man doesn't grip tightly. Leadership changes sometimes do not always bring a positive direction. Instead toward a very sad setbacks.
6	20	Since then, the New Said was born whole life was devoted to taking the essence of the Qur'an with the mind, heart, soul and body. From there was	Tampubolon (vol.2: 5) to the phase of the New Said, he struggled to "reach the essence of reality" and the answers obtained from the Quran. In his view, the doctrine of monotheism is the only clue to escape from the influence of philosophy and science	As a creature that has a thought, certainly not just remain silent without making changes in themselves. This is evidenced by the New Said that his life just devoted to

		born his monumental work Treatise Nur. Soul of the Qur'an is the seed, nursery and garden for the growing development of the Minutes of Nur. (p.423)	which he did not give me any answers on fundamental issues, such as war, death, and mortality. Because, according to the philosophy and moderns science just flopped to the materialistic world. Since that time, he felt the change in him, as well as its world outlook (worldview) of reality. Since then, along with the incessant threat from outsiders to Islam at the turn of the 20th century, Nursi decided to focus its attention on the Quran. In fact, all the knowledge he had learned to "measures to understand the Qur'an". Amin (vol.5: 34) works of Nursi was born of reflection and spirit of the Qur'an, which he maknai appropriate context of its time. Indirectly some of his work is a resistance and social criticism against the tyranny and authoritarian secular regime of Kemal Ataturk under Republicans. For twenty-five years in prison exile (1925-1950), did not dampen Nursi in to write a masterpiece that is currently collected in the collection of the nine-volume treatise Nur. There are several more that have not the collected volumes for certain considerations. Muaz and Faizuri (vol.7: 138) Rasail an-Nur Said Nursi is a college tarbiyyah fully based on Qur'an that touched on faith. Therefore Raisal an-Nur, known as "Kulliyatul Rasail al-Nur '. The main sources are the Qur'an and Hadith. He was composed and written by Said Nursi and sometimes written by his students. It is also then covered with tannic originally by himself	the Al-Quran.

CONCLUSION

Based on the research that has been done on the novel Api Tauhid written by Habiburrahman El Shirazy towards Turkish historical proof, it can be concluded that these more novel tells Turkey that is growing, both in academic circles and the general public. This happens especially when Turkey began to show amazing growth trend that can be said to represent two civilizations, East and West. The struggle of Turkish history Islamic period (Ottoman) and the modern era (secular) clearly illustrated through narration in this novel.

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NEUROCOUNSELING THROUGH EEG ELECTRO ENCHEPALO GRAPHY: THE BRAIN WAVES DESCRIPTION ON THE STUDENT WITH THE PHOBIA BEHAVIOR

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ABSTRACT

Today counselors are striving to make sure that their counseling process is scientific based. A new Counseling paradigm that related to neuroscience, called Neurocounseling, is acknowledge by American Counseling Association (ACA) and became a new branch of Counseling in 2015. This study is used Neurocounseling paradigm to overcome phobia phenomenon that is suffered by students in Malang and Tulungagung city, East java Indonesia. Preliminary study showed us that 46 students from 80 students had showed phobia symptom. It means that 50% students are suffering learning disorder with various levels. We designed our research to record students with phobia symptom's brainwaves through Electroencephalography (EEG). The record of counselee brainwave will make counselors achieve a better result of counseling because it will help them to choose the right counseling technique. We used qualitative approach and case study to find out student with phobia symptom's brainwave and mental condition. We used some data collecting techniques: interview, observation, and documentation. The finding showed us that the main brain wave of counselee with phobia symptom is Beta wave in frequency 20-30Hz, it means counselee has high level of anxiety. Counselee also had a deep tension on nerves and muscles during brainwaves record in counseling process.

Keywords: neurocounseling, phobia, brainwaves

Globalization has come and changes most of aspects, moreover knowledge and technologies. The development of psycology and counseling is an indicator of the dynamic society and human being. Counselor is one of profession that may face big challenges and problems in every change that happenned in education sector. It makes counselor have to be professional and have good competencies as a school helper.

The main issue that is faced by the counselor is school requires a good performance and high competencies, moreover in counseling services. As we know that some people arugue about counseling process is questionable, is it empirical or not? Then some people are prefer to choose other helper such as psycologist and psychiatry. This issue was idetified by Vogel and Wester (2007:5), according to their research, the main obstacle of counseling process is the hesitation of counselee and another school stakeholders.

Supriadi (1990:10) found that 38%-60% of parents were not satisfied by counseling sevices in school. And according to Murad (2011:15) stated that the level of satisfaction counselor performance only reached maximum on 70 %. Counseling and services have a significant role in answering numerous problems that is experienced by students .This was triggered by several missconception that counselor was only giving advice and counselor

did not understand the theory and techniques of counseling. Stelzer (2003: 20) stated that counselor has low competencies , lack of appropriate program, and counseling service is delivered ineffectively. In the 21st century , counselor as one of professional helper are demanded to show that they have to give an effective service, moreover counselor (Matthew , 2013: 25). If they can not show the best performance, the assumption of counselor is not as professional as another helper (psychologist and psychiatrist) would make them inferior and lack of confidence, as in the statement bellow.

> *For how long do we as counselors have to feel inferior to the psychologist and psychiatrist? Let's just do what we do well. I encourage other professions to chase that straw man because, in the end, that's just not the philoshophy of counseling* (Matthew, 2013: 45).

If we examine based on quotations above, the reason why counselor felt inferior compare to another helper is the authentication of counseling services. Counseling services has to change counselee better instead of make counselee doubtful to their problems . There are some research show us taht counseling theory and technique give students better solution, but it will be only a thousand pages of research report when we do not evaluate and increase counselor competencies immediately.

According to Chapin (2015: 30) counselor with a core of applied science or applied science

should begin to show a more scientific paradigms and counseling can be proven empirically. Mc Henry (2013: 35) argue that the counselor is necessary to know the internal conditions (the brain and mind) counselee. The better the condition of the brain counselee counselors know the more effective interventions that can be provided.

One paradigm that is used to support empirically changes in the counseling process is the science of the brain (neuroscience) and counseling. The development of a scientific assessment of neuroscience into one of the challenges that must be in the "attach" to the complexity of other scientific disciplines, including counseling. Griffin et.al (2012: 45) says that the integration of brain science with other disciplines or Neuro-Enhancement become one of the stronger predictors in the list of 12 scholarship that will thrive in the 21st century.

Statement of Griffin has also been justified by the Pledge (2016: 72) states that the development of science that has grown rapidly determined by the human brain. If before 2000 scholarly study of neuroscience-oriented only abnormalities, disorders and diseases of the brain, but in the following years is to focus on the study of the relationship between the brain with other disciplines such as technology, economics, education, language, community, psychology and counseling. For example, the paradigm approach which combines education with neuroscience terkaji in the work Mariale Hardiman (2012: 10) emphatically termed the term and concept of neuroeducation. While the study of psychology in the light of neuroscience known as neuropsychology (Millan, 2014: 60) that describes the position as a neuropsychological study of science as well as psychological phenomenon from the viewpoint of the brain.

Research conducted by Chapin (2015: 39) in a period of nearly 10 years have shown that counseling can change the brain. Counseling can create new pathways for neural circuits of the brain and changes in brain circuitry will affect the behavior of the counselee.

Through neurocounseling paradigm, counselors are required to be able to provide treatment in a more holistic and integral. Chapin (2014: 30) says "Counselors have known for years that counseling changes thoughts, behaviors and the brain, and now we have scientific evidence". In America, in 2009, the National Accreditation Board for setting up counseling programs related to education or the Council for Accreditation of Counseling and Related Educational Programs (CACREP) has

started to draw up a program for the training of counselors who are concerned in the field neurocounseling (CACREP, 2009: 53) , The latest standards issued by CACREP in 2016 also explicitly including scholarly study of the brain (neuroscience) in the curriculum counseling (counseling curricculum) on a section (section) to 5 ie Identity Professional Counselor (CACREP, 2016: 65).

The focus of this research is try to uncover the neurocounseling paradigm through brain wave analysis conducted on the counselee in pre counseling. Counselee who suffer from phobias will be recorded via EEG brain waves with the intervention of the object that is the source phobia with the aim of ensuring the assessment counselor before starting counseling.

METHODS

This study used descriptive-qualitative approach and study case to gain data from counselee with phobia symtomp. Depth interview, observation, and documentation are used as data collecting method. Triangulation is used as data validation and also checked the data to all of the participant s or members that are involved as informants. Here is the table of informant.

Informant
Counselee with phobia symtomp
Counselor
Neurologist
Nurse
Counselee parents
Teachers

Table 1. Research Informant

RESULTS

The results showed that the counselee who suffer from a phobia showed normal brain waves with the diagnosis. However, experience muscle tension that affects heart rate, and breathing faster when the intervention, the researchers showed the source of phobia with a certain distance. The results also showed that the EEG brain wave is the most prominent Bheta wave with a frequency of 20-30 Hz. Chapin (2015: 85) categorizes brain waves with a frequency of 20-30 Hz as a wave Bheta high level (High Level Bheta) which means that such waves meruapakn brain waves that appear when a person with anxiety (anxiety) is very high.

Through these results are expected counselor will be able to empirically diagnose the problems being experienced by the counselor. The use of EEG beginning of the counseling process can be asesment strong results and empirical as a first step to follow up on stage counselor counseling (working stage).

Figure 1:Counselee Diagnose Result

Figure 2: Counselee Brainwave when Phobia Attacked.
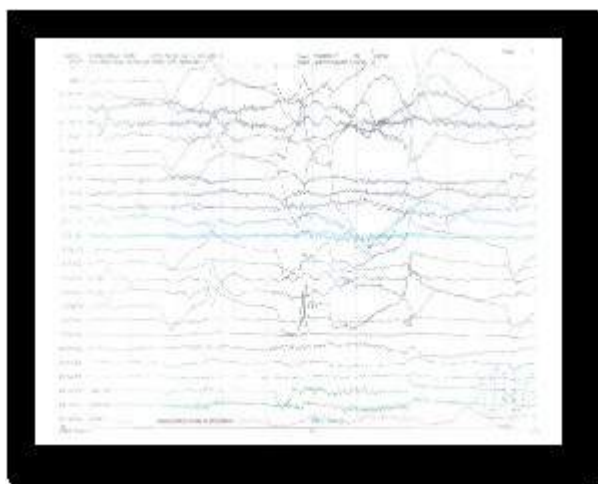
DISCUSSION
Phobia Phenomenon

One neurocounseling application is through the use of EEG (electroenchepalography) used to determine brain waves before, during and after the counseling process. Neurocounseling implementation in the context of the present study is related to the phenomenon of acute anxiety and fear or phobia. The phenomenon phobia is a strong emotion and is associated with few signs of worry or anxiety were divided into three categories namely motor reaction, the reaction kogntif and psychological reactions (Marks, 1969: 80).

Preliminary studies conducted by researchers found that of the 80 students, 46 or

more than 50% of them reported having a phobia. Researchers distributing questionnaires adapted from Wolpe (1973: 283) with 86 kinds of phobia of different categories. Some types of phobia experienced by students at SMAN 1 Kedungwaru include a phobia of heights (Acrophobia), vitriol and gall (Agoraphobia), darkness (Nycophobia), loneliness (Menophobia), went into the water (Claustrophobia), germ (Microphobia), pets (Zoophobia) and certain objects are like balloons (Hellenologophobia).

Based on the level of phobia is so varied, the researchers chose one of the students who are experiencing phobia with a high enough level that the score of 9 to 10. Another consideration is the strong desire of the subject to get immediate treatment and recover from phobia experienced. Type of phobia is experienced acute anxiety of the balloon (Hellenologophobia). The reaction occurs when the saw the balloon is cold sweat, screaming and crying. The reaction appeared to be a constant and permanent. The subject of research (counselee) 16-year old female realize the phobia that happened since the age of 10 years and in the two figures are clearly visible picture viewed from a phobia suffered brain waves that appear.

Previous Research has Linked Neurocounseling

Neurocounseling is a branch of science that recently passed by the ACA (American Counseling Association) since 2015. Yet the science development is very rapid. Some research studies related case neurocounseling among others One application neurocounseling on previous research conducted by Chapin (2015: 105). Counselee experience anxiety and avoidance or avoidance due to the trauma of parental divorce. It also affects the hours of sleep problems. The counselee has been counseling for a few sessions, but the outcome has not been maximized. Though each meeting / counseling session has ended and counselee as optimistic for a change in him. Chapin then try using Neurofeedback therapy by examining the entire brain counselee through EEG (elektroensephalography).

EEG is a tool to know the brain waves that appear and captured by a specific electrode. The result of five channels in the EEG finding their dysregulation in the occipital lobe meaningful high anxiety still found in the brains of the counselee. Evaluation then carried back and counseling sessions undertaken by the counselee. After several sessions of counseling, counselee then undergo significant changes and to ensure it will decrease in anxiety and other disorders later carried through EEG records brain waves back.

The other study was conducted by Ted Chapin (2015: 77) found one counselees "suzy" impaired learning because of their anxiety and

dependence on sleeping pills have been doing counseling on a regular basis, and yet obtain significant results. The counselor then started using EEG and Neurofeedback to provide a holistic therapy, and as a result, the session to 12, then came to a disturbance in the prefrontal korteksnya. The next step is continued counseling session with a behavioral approach to control the progress of counseling through neurofeedback and recording brain activity. As a result, the counselee has experienced a very good progress in the session 16. The counselor can be more accountable for its performance through the results of the assessment and diagnosis are more empirical and scientific based.

Other studies have produced findings that the use neurocounseling paradigm through brain scans MRI (Magnetic Resonance Imaging) into neurocounseling empirical evidence that can be used to detect the effectiveness of cognitive approaches to reduce stress, depression, anxiety or anxiety. As for disruptions abnormalities, neurocounseling become one of the empirical evidence against ADHD, Asperger's Syndrome to Scizofrenia.

Minimum standards
■ At least 8 channels simultaneously
■ At least 17 electrode recording
■ Monopolar and bipolar
■ Procedures
■ Opened and closed eyes
■ Engineering calibrated at the beginning and at the end of the tape
■ In naman listed recordings and the patient's age and date of recording
■ Long recording a 15-20 minute (120 pages)
■ Status / state of the patient should be recorded on the tape (unconscious, drowsy, movements, coma, and so on).

The Meaning of EEG and Brain Waves

History electroencephalogram (EEG) was started in 1929 when one of the scientists announced the possibility to record a weak electric current is generated in the brain, without opening the skull, and the results are illustrated in the paper. Then the new recording format is known as electroencephalogram (EEG). So it can be seen that the EEG is a tool that records electrical activity in the brain and then interpreted according to Lunders (in Benson, 2000: 80).

Suspicion Seizure	Growth and Development Disorder	Change Behaviour	Mental Disorder
Epilepsy	- Speech delay - Motoric delay	- Awareness sudden decline, confusion	Learning disorder, hyperactivity, attention deficit disorder, phobias

Table 1.1 Individuals Need To Do EEG. Source: Lunders (in Benson, 2000: 40).

There are several criteria for individuals who need to be given treatment using EEG brain scan. Below is Table 1.1, which describes the individual criteria that need to be done EEG.

Furthermore, there are some minimum standards that must be met EEG recording, the following are their points.

Tabel 1.2 Minimum Standar of EEG Scanning Source : Lunders (Benson, 2000: 45).

Based on the results of recording brain waves in Figure 2, note that the counselee shows the dynamics of brain waves that vary widely. it is particularly visible in Bheta wave which is in the range 20-30 Hz. Actually there are several types of brain waves in accordance with By (Chapin, 2015: 17) Regions EEG frequencies can be classified into five sections for EEG analysis, namely:

Delta (δ)   (0,5 – 4) Hz
Theta (θ)   (4 – 8) Hz
Alpha (α)   (8 – 13) Hz
Beta (β)   (13 – 22) Hz& (22-35)Hz
Gamma (γ)   (35 – 45) Hz

The result of counselee recording ie 20-30 Hz brain showed high anxiety. The red line on gmabar shows heart rate and the flow of breath is not teruatur when intervention through phobia resources given to the counselee. Through advanced stages expected counseling can alter brain waves to the alpha range low Beta.

Fostering Neurocounseling in 21st Century

Neurocounseling included in the flow multidispliner very new science will hopefully help counselors recognize and diagnosis of the implementation effectiveness of the counseling process to the counselee. If in the United States have been using EEG and Neurofeedback therapy, it is expected that Indonesia Counselors will also do the same thing. Just because of limited equipment, the cost and the development of science, so that development must begin gradually neurocounseling. According Busacca (2015: 33) neurocounseling will be one of the integrative approach in counseling. At the end of the 21st century, ACA is targeting neurocounseling will be

able to help solve a variety of problems not only in principal and pratical, but also demonstrable empirical. Counselors do not just dwell on the philosophical approach to any counseling, but also began to prove scientific that counseling services are very accountable and verifiable.

The other thing relates to the preparation of counselors in the context of perkembangn nuerocounseling are each institution will set up a professional counselor already has its own tools that are used in implementing neurocounseling such as EEG, MRI and Neurofeedback so holistic and truly comprehensive counselors will soon be realized.

CONCLUTION AND SUGGESTION

This study shows that counselee with phobia has normal brainwave according to her EEG scanning. But there are some different conditions that make her different, first she has muscle spasm that influences the heart rate and increases the respiratory rate, in case, she is in phobia intervention. EEG scan result also shows that the main brainwave that appeared significantly is Bheta with frequency in 20-30Hz. According to Chapin (2015:85) 20-30Hz Bheta is High Level Bheta which appears when someone showed high anxiety.

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FORMATIVE ASSESSMENT USING FEEDBACK: EFFECTS ON STUDENTS' SELF ESTEEM IMPROVEMENT AND LEARNING OUTCOMES IN PHYSICAL EDUCATION

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ABSTRACT

The main purpose of this study was to explore the effects of formative assessment using feedback on students' self esteem improvement and learning outcomes in physical education. Quasi-experimental method with counterbalanced design were used in this study. Population consisting six classes of 8th grade students in Laboratorium UPI Junior High School. Two classes of samples were collected by using cluster random sampling through random selection. Students' self esteem were measured by using self esteem rating scale questionnaire, whereas learning outcomes in physical education were measured by using self assessment and observation. Friedman and Mann-Whitney U nonparametric statistics tests were used for data analysis. Data analysis suggests that: (1) There's a significant effect of formative assessment using feedback to improve students' self esteem and learning outcomes in physical education; (2) There's no significant effect of formative assessment without feedback towards students' self esteem and learning outcomes in physical education; (3) There's no different effects between formative assessment using feedback and without feedback towards students' learning outcomes in physical education. Thus, Formative assessment using feedback is better than without feedback towards students' learning outcomes in physical education.

Keywords: *formative assessment, feedback, self esteem, andlearning outcomes in physical education*

Formative assessment is the activities undertaken by teachers and students in learning PE with a view to assess themselves in order to obtain some information that will be used as feedback to improve teaching and learning activities. Atkin, Steinberg & Coffey eds., (2001) defined that, "formative asssessment is a diagnostic assessment, which provides feedback for teachers and students regarding to ongoing instructional process." An assessment called "formative" if the findings obtained were substantially used and studied to achieve the learning objectives (http://www.tki.org.nz/r/,27/12/2005on Zaenul, 2008).

Formative assessment covers all activities involving teachers and students, ranging from obtaining into utilizing information, which aims to transform teaching and learning activities in order to achieve defined instructional goals (Black & William, 1998). In accord with these opinions, the essence of formative assessment is learning outcomes assessment to improve learning process, so that teacher and student have involved together in learning process to improve approach and ongoing learning process in order to achieve more effective learning.

Misconception committed by teachers during the formative assessment, (Broadfoot, 1996; Zaenul, 2008)described thatteachers too focused on responsibility in implementing summative assessment, so it doesn't help learning process and they are simply being a judge at the end of learning process. Lack of attention to the role of formative assesment caused by several factors, (1) Educational policy, especially the national education reform conducted by external parties at macro level of school education; (2) Teachers always feel lack of time to complete curriculum content scope; and (3) Assesment hasn't became an integral part of learning process. Further, assessment is often perceived incorrectly by educational practitionaire and public communities, it has considered as the process of taking final decision on learning outcomes. It is rarely seen that assessment used as an important component in learning process. Assessment should be treated as a learning process apparatus rather than just final judgment.

Misconception specifically occurs in teaching physical education, in which teachers assess students' learning outcomes are still ignoring the learning process, it means process oriented formative assessment is often overlooked by teachers. Most of them didn't conduct formative assessment after giving a learning unit materials. Even a fraction of teachers who conduct data

formative assessment or obtained information from such assessment are not followed up by providing feedback, it implies such data are not meaning for the success of the learning process. Teachers more focused on the end of results, in the form of derived data from summative assessment which tends to undermine the learning process. If such as these conditions allowed to continue in national education system, it will be very dangerous for sustainability of education in a future especially of raisingcompetent children of the nations. Consequently, its long-term impact is that student will not have sufficient ability to prepare themselves for learning throughout life. That was also confirmed by Fook & Sidhu (2013) that, "assessment in higher education is insufficient to the task of preparing students for lifelong learning." Thus, formative assessment is very important to be returned to its role and function, that allow various strengths and weaknesses possessed by both teachers and students could be early detected. It requires involvement of teachers and students in managing the process of teaching and assessing themselves after they finished learning.In the end of learning process, the learning objectives could be reached effectively.

In the process of assessing, teachers should be able to develop students'psychological aspects, especially their self esteem. It encompasses beliefs of students towards himself, they will feel themselves competent, feel that "worthy", so the students'success and happiness developed as a provision for an independent life in order to compete in a global world today. Self esteem will be developed whenever students experience success in solving various problems in learning, success by success will be the provision on developing their self esteem. Therefore, in a formative assessment process to achieve learning success is possible along with teacher's feedback on students'work, accordingly some aspects that haven't been mastered by students have its opportunity to be fixed succesfully by students.

The Implementation of fomative assessment using feedback expected to help students improve their self esteem and students' success in their learning. In accord with this background, problems to be examined in this study are: "(1) Is there any significant effect on formative assessment using feedback towards students'self esteem

improvement and learning outcomes in physical education?; (2) Is there any significant effect on formative assessment without feedback towards students'self esteem improvement and learning outcomes in physical education?; (3) Is there any difference effects between formative assessment using feedback and without feedback towards students' self esteem and learning outcomes in physical education?.

METHOD

Methods used in this research is quasi-experimental with counterbalanced design. (Ali, 2010).Population in this study is 167 students from six class of 8th grade Laboratorium School Universitas Pendidikan Indonesia, Junior High School students. Each class consists of 28 students (Class A), 28 students (Class B), 28 students (Class C), 27 students (Class D), 28 students (Class E), and 28 students (Class F).Cluster random sampling used in this study to determine two class of samples which is Class B and Class E. There's no control group on counterbalanced design, accordingly both group of samples used as the experimental group were given physical education learning assessed by formative assessment using feedback and without feedback. Instruments used in this study areSelf Esteem Rating Scale (R=0.985) onNugent & Thomas (1993, pp.203) as many as 38 items that can be used as a data collector, whereas learning outcomes in physical education were measured by formative tests on psychomotor domain in each basketball, volleyball, softball, and shot put learning units.

FINDING AND DISCUSSION

Data collected trough measurement process were analyzed using statistical approach. Data analyzed in this study are students'self esteem, and learning outcomes in physical education. Data calculation results described in the form of average scores on each session and standard deviation for each study variables, as shown in Table 1 and Table 2.

Table1.The results of average scores calculation and self esteem variable standard deviation in physical education learning process

Variable		Total	Average	Standard Deviation
Formative assesment using feedback	Session 1	68.85	2.75	0.36
	Session 2	74.00	2.96	0.30
	Session 3	71.90	2.88	0.29
	Session 4	74.44	2.98	0.28
Formative assesment without feedback	Session 1	72.91	2.92	0.23
	Session 2	71.41	2.86	0.30
	Session 3	72.36	2.89	0.23
	Session 4	69.59	2.78	0.17

Table2.The results of average scores calculation and learning outcomes variable standard deviation in physical education learning process

Variable		Total	Average	Standard Deviation
Formative assesment using feedback	Session 1	39.50	1.58	0.40
	Session 2	48.50	1.94	0.22
	Session 3	50.00	2.00	0.00
	Session 4	49.50	1.98	0.10
Formative assesment without feedback	Session 1	41.50	1.66	0.37
	Session 2	39.00	1.56	0.39
	Session 3	43.50	1.74	0.25
	Session 4	44.00	1.76	0.36

Analysis Requirements Testing

Analysis requirements tests is necessary before the hypotesis test, to determine normal and homogenous data.Based on the test results of normality by Kolmogorov-Smirnov test at significance level α = 0.05, students'self esteem and learning outcomesdata on several meetings are not nomal. Furthermore, based on the results of homogenity by Levene Test, students' self esteem and learning outcomes data on several meetings are not homogenous.Therefore, hypothesis testing is not feasible to use parametric statistical tests. Thus, hypothesis in this study analyzed by non-parametric statistical tests using Friedman Test and Uji Mann Whitney U Test (Santoso, 2013).Test results of non-parametric statistics formative assessments using feedback through Friedman Test.

Based on hypothesis testing results, student's self esteem variable gained value sig. 0,022< 0,05 then H0 rejected.It means that there's significant effect of formative assessment using feedback towards students' self esteem improvement. Meanwhile, learning outcomes variable gained value sig. 0.000 < 0,05 then H0 rejected,it means that there's significant effect of formative assessment using feedback towards students' self esteem improvement and learning outcomes in physical education. Furthermore, based on hypothesis testing results students'self esteem variable gained value sig. 0,425> 0,05 then H0 accepted, it means that there's no significant effect of formative assessment without feedback towards students' self esteem improvement. Whereas learning outcomes variables gained value sig. 0.090 > 0,05 then H0 accepted, it means that there's no sigificant effect of formative assessment without feedback towards students' self esteem improvement and learning outcomes in physical education.

Non-parametric statistical test by Mann Whitney U used to describe the difference effects between these two assessments. Based on results using Mann Whitney U Teststudents' self-esteem variable gained value sig. 0,712> 0,05 then H0 accepted, it means that there's no significant difference effects between formative assessment using feedback and without feedback towards students' self esteem improvement. Whereas, students' learning outcomes variable gained value sig.0.000 < 0,05 then H0 rejected, it means that there's significant difference effects of formative assessment using feedback and without feedback towards learning outcomes improvement. In accord to average scores gained on each sessions of formative assessment using feedback, it is better towards learning outcomes improvement in physical education.

Formative assessment using feedback gives significant effects towards students' self esteem improvement and learning outcomes in physical education. In order to support of these findings, author cites Burn on (Coopersmith, 1967) that described, self esteem is an evaluation of individual and the habit of looking at themselves, especially the attitude of accepting, rejecting, and indication of individual's belief magnitude towards ability, significance, success, and preciousness. Self esteem is such apersonal judgment about the sense of worth or meaning that expressed in individual attitudes towards themselves. Self esteemis a person's feeling, outlook, and confidence of their ability. Ability reffered to that statement is feeling worth, feeling confident, and useful, just like everyone else. Such feeling comes with knowledge, experiences, and skills possessed by individuals after they managed to solve a problem or given task, for example formative assessment provided by the teacher in learning process. Student who are able to solve problems in such process will be ready to survive on next learning process even interacting with their environment. Zaenul (2008) defines that, students' success in the test will improve their self esteem. Both progress or regress of test results achieved by students are fully results of their own learning activities, and will lead to "a sense of personal worth" which is the most important aspects on establishment and improvement of self esteem.

Therefore, educational process especially in teaching physical education, students must be challenged so they could gain a success experience gradually to overcome challenges later. Education to

improve students' self esteem according to Zaenul (2008) described that, self development education that conducted programmatically and sustainably are not just preparing student for job seeking in a future, but it is supposed to be a successful experience to solve problems and challenges that they will faced everyday. Each taste of success experienced by each student will be their savings to develop self esteem. Ability to solve problems and challenges will be achieved when teachers are creative and responsible in providing feedback on each assessment that they do. Thus, Teacher will know whether students have succeeded or failed in terms of giving instruction to students. (Djiwandono, 2009).

Formative assessment related to improving students' learning outcomes, described by Popham (2008) that, formative assessment is "a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes." Feedback provided to students can be a positive expressions or comments and grades accompanied by explanations of their weaknesses. Page (1998) on Djiwandono (2009) defines that, students who rated and received comments from teachers about their wrong answer had better achievement than they who rated only by numbers or letters. Teacher's comments given to students is useful to understand what students have to do later.

In research conducted by Cross & Cross (1991) on Djiwandono (2009) also described that students who had their quiz rated without comments, felt that their grades gained by luck or external factors not by their efforts, and it affects their success in school. Some of these opinions confirm that, feedback given by teacher to students in comments towards their achieved results will have a positive impact on students, so they will know which parts or materials that they need to learn more, and they will able to finish the next tests properly.

Feedback that Continuously and periodically given by teacher to students on each formative assessment implementation will have an impact on students' changing behavior in learning. Budimansyah (2002) defines that: "assessments should be carried out regularly and continuously, with the purpose to make it easier organizing results, whereas the purpose of continuously is to monitor students' learning experience growth and development ." Therefore, Nadler (1977) defines, "feedback can be viewed as information to effect a change." From the psychological perspective, feedback includes a comparative aspect that includes comments given to an individual by an outside source comparing their behavior compared to a standard (Claiborn, Goodyear, & Horner, 2001). The field of education supports feedback generated from a teacher to the student regarding the student's actions, with possible means to improve. Quality of feedback includes the ability to bring about thinking, thus stimulating the reflective process in the learner (Leahy, Lyon, Thompson, & William, 2005).Thus, formative assessment without feedback has been mostly done by teachers needs to be improved by providing feedback, because the formative assessment using feedback is better than without feedback towards students' learning outcomes in physical education.

CONCLUSSION

There's significant effect of formative assesment using feedback towards students' self esteem improvement and learning outcomes in physical education; There's no significat effect of formative assessment without feedback towards students' self esteem improvement and learning outcomes in physical education; There's no difference effects between formative assessment using feedback and without feedback towards students'self esteem; and There's difference effects of formative assessment using feedback and without feedback towards learning outcomes in physical education. Formative assessment using feedback is better than without feedback towards learning outcomes in physical education.

Based on these results, author wanted to give a recommendation to physical education teachers that, formative assessment using feedback should be given by teachers in learning process because it is better than formative assessment without feedback towards students'learning outcomes in physical education.

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THE DIFFERENTIATED INSTRUCTION IN DANCE LEARNING AND THE PROBLEM

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ABSTRACT

This paper is intended to discuss the implementation of differentiated instruction strategy in dance learning. This strategy was chosen to maximize the potential of students in appreciate, expression, and creativity. Conventional learning has several deficiency: (1) aspect of art appreciation is less explored to the fullest, especially in the dimension of feeling, (2) differences in interest in art inadequately accommodated in the praxis of learning, (3) gender differences have received less attention, especially in terms of choice of expression / creativity, and (4) the implementation of appreciation and expression is carried out separately that caused no continuity of students' interaction with the artwork are studied. Problematic use of differentiated instruction in learning the art of dance in schools is the limited hours of lessons and mindset of teachers who are still based on behavioristik approach. The proposed solution is: (1) integrate the activities of art appreciation and expression/ creative art of dance in a series of activities, (2) accommodate the interests of students are limited by considering gender and artistic tastes, (3) implement all activity with experiential learning with 'gradual release', and (4) utilizing school environment.

Keywords: differentiated instruction, dance learning

Naturally, every student is different in many ways. Many individual differences in theory affect the students' learning activities, among which are: (1) the cultural, ethnic, and racial, (2) differences in language, (3) gender differences, and (4) social class differences. In addition, there are internal factors that distinguish the other student with other students in learning, which is characteristic of students in terms of: (1) learning styles, (2) cognitive style, (3) learning preferences, (4) multiple intelligences , (5) interest and (6) the readiness to learn (Arend, 2007). So that learning outcomes can be maximized, a variety of diversity requires the teacher's attention. One form is the selection of learning strategies diversity merspon various conditions such students.

On learning the art of dance in schools where students are relatively homogeneous, especially in terms of culture and language, individual differences that need to be considered in the selection of learning strategies is directly related to the interest in the art of dance, gender, and the initial experience. These three things need to be accommodated for the purpose of learning the art of dance in schools can be achieved to the fullest. Thus, each student will be able to evolve any potential art in accordance with their interests, early experience, and gender condition. One form of the diversity of the

student accommodation is dipergunakannya differentiated instruction.

Tulbure (2010) in research experiments conducted on Pre-service teachers, produced findings that differentiated instruction has a positive impact on academic achievement. While the research conducted by Karadag & Yasar (2010) conducted on students aged 5 years in Turkey showed that differentiated instruction positive effect on students' attitudes towards learning. Students assume that the differentiation of learning is better than the konventional learning, and more entertaining (fun).

DISCUSSION
The Concept of Differentiated Instruction

Differentiated Instruction (DI) is an approach that allows teachers to design learning strategies tailored to the needs and readiness of each student. This approach does not use a single strategy, but rather a learning approach that incorporates various strategies. In other words, DI is a responsive learning designed to meet the unique needs of individual students (Watts-Taffe at al., 2012: 304). DI is often referred to as a responsive learning (Watts-Taffe at al, 2012), and an adaptive learning (Arends, 2007a). DI allows all students to access the curriculum of the same class by providing a learning task, and the results that are tailored to the learning needs of students.

DI based on the belief that there is a diversity that occurs in a group of students, and the teacher responds to diversity by selecting a suitable approach for their learning (Tomlinson, 1999, 2001). This approach is based on the thoughts of: (1) the difference in developmental and cognitive abilities, (2) the theory of "zone of proximal development" of Vigotski, (3) the theory of Multiple Intelegency of Gardner/ Stenberg, and (4) the difference in styles and learning preferences (Arends, 2007a; 2007b).

Tomlinson (1999; 2001; 2006) states that DI can occur by focusing on three aspects: (a) the process by which students learn, (b) the products of their learning, and (c) the content they are learning. DI on the means of selecting some activity or learning strategies are explored from the concept of a unit of study based on the interests of students, cognitive capacity, or learning style (Tomlinson, 1999.2001). DI in products include variety of learning products produced or demonstrated by the student in accordance with the level of mastery of subject matter unit (Tomlinson, 1999.2001). DI on content means that teachers can provide a different lesson content tailored to the needs and readiness of students according to the results of the initial assessment (Chien, 2012; Tobin & McInnes, 2008).

One of the key practices to differentiate learning is the use of flexible grouping. (Arends, 2007a). Flexible grouping is an attempt to place students into groups smaller for subjects and specific activities. To be flexible grouping to be successful, Arends (2007) suggested six things that must be considered by the teacher, namely: (1) an accurate diagnosis of the performance and prior knowledge, (2) the differentiation of curriculum and instruction, (3) the identification of the learning community regular classes, (4) maintain the temporary nature of small groups and flexible, (5) continuous assessment, and (6) work is meaningful and honorable for students in all groups.

Watts-Taffe at. al. (2012), which implements the DI in the field of literacy propose steps DI as follows: (1) a prior assessment of students, (2) determining the differentiation strategy, (3) to form small groups of blocks of literacy, (4) fit the text to the reader, and (5) using a gradual release. A prior assessment is required before to the start of DI. The purpose of this assessment is to accurately determine individual differences of students in various ways, such as their ability, their interests, their multiple intelligences, learning styles, learning preferences, cognitive styles, and its locus of control. Prior assessment can be made on some aspects in accordance with the conditions and readiness of teachers.

Determination of differentiation strategy is based on the results of the prior assessment and conditional factors, such as differentiation strategy chosen is the differentiation process, content, or product (Tomlinson, 1999, 2001) or some combination of all three. Determination of differentiation strategy is also adapted to the characteristics of the subjects. The formation of small groups are the hallmark of the DI. The formation of these groups is done flexibly adapted to certain similarities between group members. DI is not a classical learning but also not learning ididual. Adjustment of text on the reader (in literacy), can be transferred in a wider sense that provide materials, different learning activities to students based groups that are tailored to the needs, readiness, or the interests of students. Gradual release in this concept is the release of teachers teaching responsibilities gradually towards active learning centered on the student.

Adami (2004) tries to explore various forms of DI approach. Research will be undertaken in Malta indicate that there are many variations of differentiation that can be carried out by teachers include the differentiation of interests, content, rate of speed, access, response, sequence, structure, time, teaching styles, and grouping. These results provide a broader picture regarding the implementation of the DI of the original ideas are only three things that differentiate content, process, and product (Tomlinson, 1999, 2001).

Based on the various theories and research findings above can be identified some of the characteristics of the application of DI in learning, namely (1) prior assessment that is meant to determine the individual characteristics of students, especially in terms of their interests, prior abilities, learning styles, learning preferences, gender, and multiple intelligent; (2) determine the type of relevant differentiation (3) to form small groups; (4) adjusting the materials and activities to student characteristics, and (5) gradual release that guide students toward active learning step by step.

Application of Differentiated Instruction in Dance Learning and the Problem

Learning the art of dance in the school has a dual purpose in addition aims to enable students to have an aesthetic experience, is also intended to foster student appreciative attitude towards art and culture of the nation. This means that the two main aspects of the dance should get equal attention, namely the appreciation of the art of dance and expression/ creative dance. In the praxis of learning the art of dance in the school, two aspects are mostly studied separately. Appreciation dance performed by learn of dance knowledge that includes the definition of dance, types of dance, elements of dance, dance styles, and aesthetics. Expression/ dance creations embodied in the form of teacher-led learning to dance in the classical and usually followed by creativity in floor design and level. Moot it is done with a classical approach, meaning that all students are treated equally without exception.

Judging from the relevance of the implementation of learning with the achievement of the ultimate goal of learning, there are some disadvantages learning practices the art of dance conventionally, namely: (1) aspect of art appreciation is less explored to the fullest, especially in the dimension of feeling, (2) differences in interest in art inadequately accommodated in praxis learning, (3) gender differences have received less attention, especially in terms of choice of expression/ creativity, and (4) the implementation of appreciation and expression is carried out separately that caused no continuity of students' interaction with the artwork are studied.

One approach offered to solve the problems mentioned above is to DI. This approach was chosen to maximize the potential of students in appreciate, expression, and creativity. However, the use of DI in learning the art of dance in schools is also no obstacles, namely (1) the limited hours of lessons, and (2) mindset of teachers who are still based on behavioristik approach. Therefore, to overcome these weaknesses is done by the following solutions: (1) integrate the activities of art appreciation and expression / creative art of dance in a series of activities, (2) accommodate the interests of students are limited by considering gender and taste of art, (3) implement all activity with

experiential learning with 'gradual release', and (4) utilizing school environment.

Integration of Art Appreciation Activity and Expression / Creative Arts

Learning a limited time constraints and the complexity of aspects of the art that was developed in learning the art of dance in schools requires the integration of activities of art appreciation and expression/ artistic creations in a series of activities. In the context of art appreciation, appreciation passive in the sense of enjoying the dance art work should be continued with an active appreciation activities, ie trying to feel dancing activity and creation of dance works. Indeed, when someone finishes enjoy the artwork will appear aesthetic ideas that need to be expressed. Thus the teacher needs to facilitate the need for students to express themselves in accordance with the initial understanding of the capabilities that have been owned by the students.

Accommodating Students Interest in the Limited

Interests art students clearly vary both in terms of the background of gender or personal taste. If the learning is done in the classical style, not all students are accommodated interests which impact most of them do so reluctantly. On the other hand, if the individual interests are accommodated in the form of individual learning allows less time and it will be difficult to do in class. Learning the art of dance in both junior high school or high school / vocational school for only two hours a week, and even then had to share time with art and music. Then the solution is to differentiated interest limited as follows.

In the expression activity (dance) teacher provides a choice of 2 different material but similar level of difficulty. Students choose one of the materials in accordance with the expression of interest. Thus will form two large groups of students with different materials. To accelerate mastery of materials teachers need to prepare instructional media such as video both interactive and non-interactive.

In the expression activity, the teacher makes small groups whose members are selected based on shared interests. For example, when appreciation is directed at the type of 'sendratari' (ballet), students can choose the characters in the ballet as a starting point expression activities. If the

appreciation is directed at a single type of dance, students can be grouped on the type of dance she likes. Of course the type of dance that is appreciated by passively amount more than the active appreciated.

Use of Experiential Learning with 'Gradual Release'

Experiential Learning is an authentic experience-based learning learners. There are two important characteristics of experiential learning, namely: (1) the involvement of learners in concrete activities that allow them to "experience" what they learned, and (2) an opportunity to reflect on these activities (Silberman, 2007). On learning the art of dance in schools, form the most effective experiential learning for appreciation is by interacting directly with the work of dance and its artists, especially in the form of watching the show live in the community. Can also be able to bring artists to enter the school for the stage, dialogue, and practicing dance together. It could also take advantage of class brothers to learn together. If everything is not possible new uses video media assistance.

'Gradual release' in learning the art of dance school is defined as the management role of the teacher in learning, especially in the activities of expression and artistic creation. In the early days of learning the teacher's role is still dominant role as a coach in artistic expression. In the next phase of this role is slightly reduced by utilizing other friends in the group and the role of video media. At this stage of creation, the role of teachers as facilitators. Students are given the opportunity to create their own according to their interests.

Utilizing the School Environment

The limited hours of lessons on the side can be addressed substantively by integrating aspects of art appreciation and expression/ artistic creations, can also be overcome technically by using time outside of school hours. In Curriculum 2013 is no principle that learning can be done anywhere and at utilizing the potential and agenda dance performance in the environment around the school. Teachers need to identify performances of dance performed regularly around the school as a learning resource.

In contrast to the problem of learning time, the problem requires a change of mindset relatively long time. Traditionally many teachers are accustomed to learning based on learning theory behavioristik. When the Curriculum 2013 that is more constructivist implemented, training and socialization strategies and learning model that many are based constructivist approach must constantly be done by not closing the possibility of developing new learning models that match the characteristics of the subjects.

CONCLUSSION

The success of learning the art of dance in schools in addition is determined by the approach, strategy, or learning model used by teachers was also determined by a better understanding of the characteristics of the subjects and characteristics of students with a wide range of individual differences. Naturally gender differences and artistic tastes will take students on a different interest in art activities. The potential of art students will develop optimally with DI as a learning approach that accommodates differences in students.

These weaknesses in learning approaches conventional behavioristik and the limited learning time can be treated in several ways, namely, (1) integrate the activities of art appreciation and expression / creative art of dance in a series of activities, (2) accommodate the interests of students are limited by considering gender and artistic taste, (3) implement all activity with experiential learning with a 'gradual release', and (4) exploit the potential of the school environment. However, to change the mindset of teachers towards learning takes a long time and need continuous efforts in the form of training models of learning based on constructivist approach and the development of new learning models that match the characteristics of each subject.

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IMPLEMENTATION OF INFORMATION SYSTEM ON AUTHENTIC ASSESSMENTIN PRE-SCHOOL AND KINDERGARTEN RAUDHATUL JANNAH WARU SUB DISTRICT, SIDOARJO

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ABSTRACT

The present study aims to: 1) describe the implementation of information system in the implementation of authentic assessment in Pre-school and Kindergarten Raudhlatul Jannah in WaruSub District, Sidoarjo 2) describe the extent to which the information system used in accordance with the implementation of authentic assessment in 2013 Early Childhood Curriculum. This study uses a qualitative approach with qualitative descriptive research. The research location is in Pre-school and Kindergarten Raudhlatul Jannah, Waru Sub District, Sidoarjo. The data source of this research is teachers, assessment information system, and documents. The data is collected through interviews, observation, and documentation. The research findings indicate that the implementation of information system of authentic assessment is carried out through the stages of including the assessment results in information system, and saving and printing the results of the assessment. Based on the data analysis, it is concluded that 1) the implementation of information system of authentic assessment in Pre-school and Kindergarten Raudhlatul Jannah, Waru Sub District, Sidoarjo is performed by entering the data on the assessment information system, and saving and printing the reports, 2) the information system used so far is still focusing on entering, storing, and printing the data. Based on the above study, the proposed suggestions are teachers need to improve the skills of mastering information technology, and there is an urgent need for assessment of information system in accordance with the characteristics of authentic assessment in 2013 Early Childhood Curriculum.

Keywords: information system, authentic assessment

Implementation of authentic assessment has been a familiar discussion in early childhood education. In previous curriculums, the assessment made in early childhood education institutions is conductedby assessing the learning process and results. Assessment is not just how children achieve their outcomes, but also their process to achieve them. Assessment that includes assessing the process and results of children's achievements refer to an authentic assessment.

Authentic assessment in Curriculum 2013 is "assessment of learning processes and outcomes to measure the level of achieving competence attitudes (spiritual and social), knowledge and skills of an ongoing basis". Assessment does not only measure what children know, but there is an emphasis to measure what they can do. Measuring is an initial stage of reporting the development of children to parents. Assessment is carried out before the next stage of evaluation. "It means that this activity is carried out sequentially, starting with the measurement, assessment, evaluation and reporting" (Basuki and Hariyanto, 2014: 10). Assessment in early childhood education is an important process to determine the child's development.

Rules by Minister of Education and Culture No. 146, 2014 on Curriculum 2013 Early Childhood Education mentions "assessment is the process of collecting and processing information to measure the achievement of children's learning activities". Teachers have a very important role in assessing the processes and results of early childhood development. Teachers need an understanding and knowledge of the curriculum, of early childhood competence, and of performance characteristics of the stages of early childhood development.

This 21st century teachers got a new challenge to constantly improve their competence with the times. Teachers can always provide innovation in the implementation of learning. Human Resources (HR) need to answer the challenges of the 21st century as stated in the principles of introduction of Curriculum 2013 (2014: 8) "human resources that are skilled in the lives and careers are those with the skills of 4C learning, namely: critical thinking, communication, collaboration, creativity, and skills to master technology, information, and media". Early childhood teachersare expected to have criteria of the above-mentioned human resources.

The era of technology, as mentioned previously, bring changes and development in various aspects of life, as well in the field of

education. The magnitude influence of information and communication technology brings its own role as a supporter for a good education system and media education. Haryanto, Ariani (2010: 172) mentions the use of information technology that includes three related activities, namely: (1) learning by utilizing information and communication technology, where teachers and children use ICT as a learning resource, learning tool, and means of learning communication. (2) data processing, information management, management system and electronic school works. (3) utilization of advanced information technology and communication for education services that can be accessed easily and affordably by people in all regions of the state. Improving the quality of learning by utilizing information technology can be performed through the implementation of information system in an authentic assessment.

Based on the results of field observations conducted in October 2014 in Pre-school and Kindergarten Raudlatul Jannah Sidoarjo and interviews with the principal and early childhood teachers, it is obtained that the reportingsystem used in Pre-school and Kindergarten Raudlatul Jannah isconducted through computer information system, in the form of printout report that is indicated with the level of achievement in a coding system. However, there are some discrepancies in the implementation of information system in authentic assessment that are not in accordance with the 2013 early childhood curriculum.

METHOD

Based on the presented background, this study aims to investigate further the implementation of information system of authentic assessment in early childhood institutions. Curriculum reference used is the 2013 early childhood curriculum. This study will describe the implementation of information system of authentic assessment, and the extent to whetherthe existing information systemis in accordance with the characteristics of authentic assessment.The research method uses a qualitative approach. This type of research is qualitative descriptive because in this study there will be descriptions of the circumstances that occurred in the field. Researcher acts as the main instrument at the same time data collector. The research is conducted in Pre-school and KindergartenRaudlatul Jannah Sidoarjo. Sources of data in this study are divided into two, namely primary data sourceand secondary data source. The sources of primary data consists of the principals and teachers, while the

secondary data source consists of photographs of school activities as well as the printed documents of information system. Data is collected through interviews, observation, and documentation of the assessment of information system. Data analysis is presented in the stage of data reduction, data presentation, and conclusion. In this study,data validity control done through perseverant observation, triangulation, adequate referential, and checking members.

RESULT AND DISCUSION
Results
Implementation of information systems on the implementation of authentic assessment in Pre-school and KindergartenRaudhlatul Jannah, WaruSidoarjo.

The assessment of information system is divided into three phases, namely the stage of entering the assessment on information system, the stage of storing and printing the assessment results. In entering stage,teachersenter the assessment in the form of a code of achievement. Inthe stage of storing,teachers keep the records in accordance with the child's name. Printing stage is carried out by printing the indicator report.

Based on the observation, interview and documentation in the implementation of information systemof authentic assessment begin with the stage of entering the results of the assessment. Assessment is taken during the learning processin which there are two teachers in a classroom. In addition, the learning activities are based on the daily lesson plan (RPPH) that has been developed by the teachers in Pre-school and Kindergarten RaudhlatulJannah. The learning is implemented in school subjects designed by the teachers.The variations of school subject have been set up in the early years of learning. Children in Pre-school and KindergartenRaudhlatul Jannah play and learn with their own school subjects and activities. When the activities take place, teachers will role as facilitators and the children will choose the activities according to their interests.

Teachers manually record the process and the results of the children development during the learning activities within a day. Teachers take note on any developmental outcome of the children with the attached format in the daily lesson plan (RPPH). Teachers indicate the note with development achievement codes, such as BB that means undeveloped yet; MB means begin to develop; BSH means developing appropriate with expectations; BSB means developing very well. After going through the manual recording, the recording is analyzed by the teachers. The results of the analysis are stored in the form of notes in accordance with the children's names.

The results of daily assessment has been analyzed according to the children's name. Each assessment is collected daily. When near the end of the semester, each daily assessment will be collected and analyzed by the teachersand the results of the assessment will be included in the information system assessment. The process is done by the teachers ofhomeroom. The teachers enter the results of the analyzed assessment in the information system.

The process of inserting the assessment in information systemis carried out by manually selecting the code that corresponds to the analysis results. Code achievement is called level, i.e. E (Excellent) / special to BSB means developing very well, VG (Very Good) / very good for BSH means developing appropriate with expectations, G (Good) / well for MB means begin to develop, S (Satisfactory) / MB means sufficient to begin to develop and NI (need improvement) / needs improvement to BB means undeveloped yet. Teachers open the half report menu that is available in the information system, and then enter the username as the homeroom teachers. Afterwards, they search menu corresponding to analysis results at each school subject, opening the menu school subjects (Religions, Preparation, Blocks, Role Playing, Nature Materials, Art, Exploring Class, Multimedia Class, Typical Curriculum and Personal Development).

The process of choosing school subject is followed by searching the child's name and school year (academic year), and then followed by posting a teacher's comment that reflects the overall development of children according to the school subjects. What happens next on the menu is the option of skills, values, and achievements. Here, the teachers have to choose the existing development skills and values on the menu by clicking on the appropriate target with the results of assessment. Option listed on the menu skills and values are the indicators of performance skills and values, and the achievement of the so-called choice level E (Excellent) / Special to BSB means developing very well, VG (Very Good) / very good for BSH means developing appropriate with expectations, G (good) / well for MB means begin to developing, S (Satisfactory) / MB means sufficient to begin to develop and NI (need improvement) / needs improvement BB means undeveloped yet. Teachers will then click the appropriate children's development outcomes.

The next choices are the menus of development and indicators that encompass menu ofskills of achieving development, menu

of development achievement, indicators, and levels. Teachers choose a menu according to the results of the analysis and then enter the results into appropriate level.

The next process in the assessment of information system in Pre-school and Kindergarten RaudhlatulJannnah is storing stage. Teachers store the assessment results in the information system according to the name of each child. Storage process is done by selecting the save menu on the screen. Furthermore, teachers can continue to process the other school subjects following the same method. The processes of information systems of this assessment are conducted by the homeroom teachers in accordance with the results of assessment in each school subject.

The extent to whether the information system is used in accordance with the implementation of authentic assessment in 2013 early childhood curriculum.

Rules of Minister of Education and Culture of the Republic of Indonesia Number 146, 2014 about Curriculum 2013 Early Childhood Education mention that "assessment of process and learning outcomes are to measure the level of achievement of competence attitudes (spiritual and social), knowledge and skills on an ongoing basis".Assessment does not only measure what children know, but also what they can do.

Wortham (2005:13) states authentic assessment as follows:

> Within this evolution in the purposes for assessment and interpretation of assessment is the move to authentic and performance assessment. Authentic assessment must have some connection to the real world; that is, they must have a meaningful context. They are contextual in that they emerge from the child's accomplishments.

Authentic assessment should be completely connected to real life, so that it actually produce meaningful assessment. Authentic assessment is done in accordance with the assessment exercise in early childhood education institutions.

Based on interviews, observation, and documentation of authentic assessment with the information system implemented at Pre-school and KindergartenRaudhlatul Jannah Sidoarjo,the assessment during the learning process is carried out manually by recording the results of the assessment on the assessment sheet. Teachers will then observe the learning process in each school subject and fill out the assessment format with codes BB, MB, BSH, and BSB.

The assessment conducted on the process and learning outcomes is done every day according to the rotation of school subjects. The assessment is conducted by marking a checklist on each code corresponding with the achievements of the

children's development in each child's name sheet. The learning activities are adapted to the design of lesson planning. The children will focus on working on their tasks while the teachers will monitor them.

The next stage,the teachers will analyze the results of the assessment. The results of the analysis are collected for inclusion in the assessment of information system. Having put all the results of the assessment analysis of children, the teachers will store the results of such assessments. The children's masterpiece is stored in portfolio that has been organized in each child's locker. At the report day of children's achievement during the learning, teachers give the printout of the reports along with the children's portfolio.

Homeroom teachers will then include the results of analysis carrying out assessments of educators in each school subject. The results are then saved in information system.

Discussion
Implementation of information system of authentic assessment in Pre-school and Kindergarten Raudhlatul Jannah, Waru Sidoarjo.

Based on the data collection in the field,the implementation of authentic assessment with the information system in Pre-school and KindergartenRaudhlatul Jannah Sidoarjo includes the step of inserting the assessment on information system, saving, and printing the results of the assessment. This is in accordance with the opinion of Barret (1994) in a publication in March 1994 with the issue of The Computing Teacher, the alternative assessment supported by the application of technology is divided into two major categories, as follows: (1) program which electronically record and store teachers' observations or anecdotal data about the child's learning (i.e., observational assessment software), and (2) electronic portfolio that digitizes and stores a collection of artifacts from the children's portfolio using a variety of technologies and multimedia elements.

Implementation of authentic assessment with the information system in the school includesassessment observation software that includes the step of inserting assessment results, storing them and finally printing the results out to be distributed to the children's parents each semester. The information system does not include electronic portfolio because it is stored only in the form of documents and not digital.

The extent to whether the information system is used in accordance with the implementation of authentic assessment in 2013 early childhood curriculum.

Based on the data collection in the field, the implementation of authentic assessment with the information system in Pre-school and KindergartenRaudhlatul Jannah Sidoarjo includes the step of observing the process and learning outcomes and it is appropriate with the authentic assessment characteristics, as summarized by Basuki and Hariyanto (2014: 171) as follows: (a) involving a real experience (b) carried out during and after the learning process takes place (c) including a personal assessment (d) measuring skills and performances, not considering the fact (c) continuous (f) integrated (g) can be used as feedback (h) the criteria of success and failure that students know clearly (i) using a variety of instruments, measurement, and methods appropriate with the characteristics and essence of the learning experience (j) is comprehensive and holistic covering all aspects of the learning objectives.

Authentic assessment has characteristics that emphasize that the measuremendoes not consider the fact, use a variety of instruments, measurements and methods appropriate with the characteristics of competence and is covering all aspects of development.

Kostelnik et al (2007: 170) describes the characteristics of authentic assessment as follows: (1) a variety of the data is collected across time; (2) all developmental domains are of interest; (3) it takes place in the natural learning context; (4) it is functional and curriculum embedded; (5) it is based on discovering children's best performance; (5) it is useful for planning classroom instruction; (6) it is a shared responsibility.

Natural learning context which will showcase the best work of children is a shared responsibility between teachers, children, parents, and the people who are interested in the early childhood education. Characteristics of authentic assessment provides an opportunity for teachers to construct a class to be more appropriate to the achievement of the child's development.

Authentic assessment activities cover the entire learning. Rubric, portfolio, video recordings and records of anecdotes are types of an assessment tool that have been implemented in early childhood education. The information system is used in pre-school and kindergarten Raudhlatul Jannah Sidoarjo is still so far on entering, storing, and printing the reports.

CONCLUSION AND RECOMENDATION
Conclusion
Based on the findings of the research and discussion, it could be concluded as follows. Implementation of information systems of authentic

assessment in Pre-school and Kindergarten Raudhlatul Jannah WaruSidoarjo is performed by entering data on the assessment information system, saving and prining the reports ofthe child's development with level code, such as E (Excellent), VG (Very Good), G (Good), S (Satisfactory), and NI (Need Improvement).

Information system used is still so far done by entering, storing and printing the performance reports of children's development and portfolios in the form of a document of each child's achievement at the end of the semester which are handed over to the child's parents.

Suggestion

We recommend that educators need to improve the skills of mastering the information technology. It is recommended to have an information system that actually assesses children's development in accordance with the characteristics of authentic assessment in 2013 early childhood curriculum.

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BEST PRACTICES AND PROBLEMS IN THE INITIAL IMPLEMENTATION OF THE K+12 CURRICULUM AMONG TEACHERS IN INFANTA, QUEZON: IMPLICATIONSTO AN EFFECTIVE IMPLEMENTATION OF SENIOR HIGH SCHOOL

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ABSTRACT

This study aimed at identifying/investigating the practices of Elementary and Secondary Teachers in the implementation of K+12 curriculum and the underlying problems along with its implementation with an end view of determining the teachers' best practices to come up with a more effective implementation of the Senior High School. The research work used percentage and mean to analyze demographic profile and responses and Pearson r to determine whether the relationship between practices and problems existed. The findings revealed that in the initial implementation of the K+12 Curriculum, the teachers were able to refine best practices in three areas of the five identified areas of concern. There were no identified best practices in learning resources as well as teaching strategies and techniques This research endeavor was delimited to the teachers who are under K+12 curriculum for the S.Y. 2014-2015. This study provided significant information on which best practices are needed to be adapted and which problems are needed to be addressed for the learners' benefits. The study employed a descriptive-correlation research to identify the best practices and determine the most pressing problems among teachers in the initial implementation of K+12. The results of data gathered were correlated to be the bases for the effective implementation of Senior High School.

Keywords: K + 12 curriculum, best practices and problems in the areas of: teaching preparation/readiness

Education in its general sense is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or research. Education frequently takes place under the guidance of others, but may also be autodidactic. Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. Education is commonly divided into stages such as preschool, primary school, secondary school and college, university or apprenticeship.

Education has always been considered a vital factor in achieving the general objectives of national development and progress.

Section 1 Article 14 of the 1987 Philippine Constitution provides that "the state shall protect and promote the right of all citizens to quality education at all levels" and Section 2 of Republic Act 7722 otherwise known as the Higher Education Act of 1994 mandates that "the State shall protect, foster and promote the right of all citizens to affordable and quality education at all levels". To promote such provisions the government continuously explores innovative programs and measures to improve the educational system. In its effort to effect quality education, the current administration through the Commission on Higher Education (CHED), the Department of Education (DEPED) and the Technical Education and Skills Development Authority (TESDA) is deliberately undertaking a paradigm shift in order to design a new educational landscape that would make Filipino graduates at par or even better than their counterparts abroad.

The CHED recently issued Memorandum Order No. 46 series of 2012 with subject "Policy Standard to Enhance Quality Assurance in Philippine Higher Education through an Outcomes- Based and Typology- Based Quality Assurance". This policy standard is intended "to enhance the quality assurance system of Philippine higher education through learning competency based standards and an outcome-based system of quality assurance…" It mandates among others, "Philippine higher education to produce thoughtful graduates imbued with values reflective of a humanist orientation, analytical problem solving skills, the ability to think through ethical and social implications of a given course of action, the competency to learn throughout life, and to produce graduates with high levels of academic,

thinking, behavioral, and technical skills/competencies that are aligned with national, academic, and industry standards and needs and international standards…"

On the part of DEPED, it constituted a functional partnership with TESDA to configure an enhanced basic education by adding senior high school in basic education and formulating a relevant and responsive curriculum. This initiative is articulated in Republic Act 10533 known as Basic Education Act of 2013. The Act provides that it is the policy of the State to empower every basic education graduate who has learned the following: life-long foundations of learning, work competency and productivity, harmonious coexistence with local and global communities, creative and critical thinking and transformation of oneself and others. Therefore, the State should create a functional basic education system that will develop productive and responsible citizens equipped with the essential competencies, skills and values for both life-long learning and employment". The discharge of this directive has been assigned to the DEPED that is mandated first and foremost to "give every student an opportunity to receive quality education that is globally competitive based on the pedagogically sound curriculum that is at par with international standards".

As an investment in the nation's economic recovery, social unity, and political stability, education calls for a sincere and full commitment by the political leadership and all sectors of society to give the children and youth all the opportunities for acquiring and developing necessary skills, attitudes, values and scientific creativeness to become self-sufficient, self-reliant, and ultimately lead a useful and productive life in a fast changing modern world.

It is well established that improvements in education are associated with long-term improvements in economic performance. There are three broad theories about how education influences economic performance:

- The basic human capital approach is that education improves the overall skills and abilities of the workforce, leading to greater productivity and improved ability to use existing technology, and thus contributing to economic growth.
- The innovation approach links education to improving the capacity of the economy to develop new ideas and technologies.
- An extension of this is the knowledge transfer approach, which sees education as a means of spreading the knowledge needed to apply new ideas and make use of new technologies (OECD, 2010a).

However, there is an important question as whether there is a causal link between education and economic performance, and if so, in what direction? It may be that the two are associated, but not causally linked. It also could be that better economic performance leads to an increase in educational participation and achievement. Or it could be that having more people with education leads to improved economic performance.

In general, education and economic performance are likely to be interlinked. Having a more educated workforce enables firms to take advantage of new economic opportunities, leading to improved performance. Also, economic growth can lead to greater national and personal wealth, which increases the resources available and opportunities for education. Economic analysis shows that on the whole, improvements in school-level education lead to improvements in economic performance, and more so than the other way around. Analyses using international cognitive tests have shown that it is improvements in cognitive skills, rather than years of schooling, which have a strong influence on economic growth. The amount of schooling undertaken is not related to growth, unless it also results in improved cognitive skills. Therefore, the quality of education is very important (OECD, 2010a).

The evidence about the relationship between tertiary education and economic performance is less clear. Long-run analysis of the economy has shown that increased tertiary education is related to economic performance. Razzak and Timmins (2010) showed that increases in the proportion of employees with bachelor's degrees and above are highly correlated to increases in the average gross domestic product per person. However, it is not clear if the growing economy attracted more degree-qualified workers or the increase in degree-qualified workers stimulated economic growth, or a combination of both.

According to President Benigno Aquino III, "Education is the key to the long-term problems of the country. If we fix basic education, we fix the long-term problems of the country. And if we fix the country's problems, we will build a truly strong society."

Education will contribute to economic growth. Several studies have shown that the improvements in the quality of education will increase GDP growth. A better educated society provides a sound foundation for long-term socio-economic development.

According to the human capital theory, the economic development of a nation is a function of the quality of its education. In other words: the

more and better educated a people, the greater the chances of economic development.

It has been argued that high rates of education are essential for countries to be able to achieve high levels of economic growth. Empirical analyses tend to support the theoretical prediction that poor countries grow faster than rich countries because they can adopt cutting edge technologies already tried and tested by rich countries. However, technology transfer requires knowledgeable managers and engineers who are able to operate new machines or production practices borrowed from the leader in order to close the gap through imitation. Therefore, a country's ability to learn from the leader is a function of its stock of "human capital". Recent study of the determinants of aggregate economic growth has stressed the importance of fundamental economic institutions and the role of cognitive skills.

The modern world in which we live is often termed a "knowledge society"; education and information have become production factors potentially more valuable than labor and capital. Thus, in a globalized setting, investment in human capital has become a condition for international competitiveness.

In a forum, Juan Miguel Luz, a former Department of Education Undersecretary, stated that the quality of the Philippine education has really been declining continuously for roughly 25 years. Describing the quality of Philippine school education today, another senior Department of Education official stated the following: "Our schools are failing to teach the competence the average citizen needs to become responsible, productive and self-fulfilling. We are graduating people who are learning less and less."

Apart from the above-mentioned statements which came from the country's former educators, another set of facts came out that the Philippine Educational system is continuously declining. Guillermo M. Luz, co-chairman of the National Competitiveness Council presented the result of the recent Global Competitiveness. Report on the World Economic Forum which showed the Philippines ranks a poor seventh among nine Southeast Asian nations in the area of education and innovation. The report also showed that the Philippines only fared better than Cambodia, among the Southeast Asian countries that were surveyed in the field of education, science and technology, and innovation. Of 138 countries, the Philippines ranked 98th in economies, 69th in the educational system, 112th in Science and Math, and 76th on the Internet access. In all

categories the Philippines was falling behind Singapore, Brunei, Malaysia, Indonesia, Thailand and Vietnam.

The educational status of the country is parallel to its economic status. This supports what Ronald Meinardus wrote in his article that the economic development of a nation is a function of quality education. It only means that if the Philippine economy would be the basis of identifying how much quality its educational system possesses, one would come up to a conclusion that the country has a poor educational system.

There are lots of factors which hinder Filipinos from achieving quality education. Almost all Filipinos already know this. As a matter of fact, when Luz delivered this statement about how the quality of Philippine education is, no one in the forum disagreed. Apart from the fact that the government and non-government people have identified those factors; some already proposed different possible solutions on how the Filipinos can uplift the quality of education.

One measure taken by the government specifically by the Department of Education is the implementation of the enhanced basic education curriculum - the K+12 basic education curriculum. This would strengthen the education of the country which would expectedly result to production of better and competent graduates. The K+12 basic education curriculum framework supports the primary goals of education which are: (a) a primary goal of education should be the development and deepening of the students' understanding. Students reveal their understanding most effectively when they are provided with complex, authentic opportunities to explain, interpret, apply, shift perspective, empathize, and self-assess. When they applied the complex tasks, these six facets provide a conceptual lens through which teachers can better access student understanding. (b) student and school performance gains are achieved through regular reviews of results (achievement data and student work) followed by targets and instruction. (c) teachers become most effective when they seek feedback from students and their peers and use the feedback to adjust approaches to design teaching. Teachers, schools, and districts benefit by working smarter through collaborative design, sharing and review of units of study.

The above-mentioned key ideas are the bases on how the K+12 framework is implemented in teaching. This framework aims at enhancing the teacher's role as designer of student learning.

Because of its success in the United States and other countries across the globe, it slowly made its way to the Philippine Educational System.

The K+12 Basic Education Curriculum framework was formally implemented in the

Philippines through the Enhanced Basic Education Act which was implemented in SY 2012-2013. It was implemented in all public and private schools across the country.

The implementation of the K+12 curriculum has been running for two years now. However, not all teachers could easily adapt to this sudden change. Different teachers with different types of learners have various observations and experiences towards the implementation of the framework. Inevitably, there are some problems met by the teachers in implementing the K+12 framework in teaching, thus the need of this study.

This study aimed at identifying and investigating the practices of Kindergarten, Elementary and Secondary Teachers in the initial implementation of the K+12 curriculum and the underlying problems along with its implementation with an end view of determining the teachers' best practices to come up with a more effective implementation of the K+12 Curriculum.

METHOD

The descriptive method of research was used and a validated questionnaire was employed to determine the teacher-respondents' best practices and problems in the initial implementation of the K+12 curriculum. Ninety-three kindergarten, elementary and secondary school teachers of the Infanta District, Province of Quezon, actually participated in the study.

RESULT AND DISCUSION
Results
Profile of Respondents

Age of respondents. As shown on the table, there were only 36 (39%) teachers whose age brackets range from 20 t0 30 years old. Thirty seven (37) or 40% of the teachers belong to the 31 to 40 years age bracket while 13 0r 14% of them were within the 41 to 50 years age bracket. Six (6) or 6% of the teachers belong to the 51 to 60 age bracket and 1 or 1% belongs to 60 and above age bracket who was already planning to retire from the service as a professional teacher.

Foronda (2010) asserted that old persons were being "tapped as resource persons to provide transfer of technology and new skills acquired by virtue of their training, tutorial consultancy services, actual teaching and demonstration of income-generating skills and lectures in specialized fields"

An aged teacher-respondent revealed that he is intentionally not pursuing his studies because he has no money. He prefers to save his salary for his son and daughter who are studying in college.

Sex of respondents. Majority or 84 (84%) of the teacher-respondents were female and only 15 or 16% were male teachers. The female teachers were more numerous than the male teachers in Infanta District. According to Carney (2007) as cited by Abuel (2013), the number of male teachers in Public Education is low. She posited that teaching little kids is a responsibility for women. It is domestic; it is tied to the home. On the other hand, according to Acker (1994) on " Gendered Education: Sociological Reflections" on women feminism, one common reason is that teachers take over the mother function as loving, caring, and understanding persons. Lau and Shani (2010) claimed that by disposition and mood, male workers tended to be better than female workers in team activity.

Civil status. Table 5 shows that 27 or 29% of the teachers are single while 64 or 69% are married. According to Abuel (2013), once a person is hired in a public school with all the benefits and privileges given to a government employee, he/she is assured of a stable job. This may be the primary reason why majority of the teachers is married. As cited by the above-mentioned researcher in answer to the question, "What do Social Scientist Know about the Benefits of Marriage" - marriage is positively associated with better and stable earnings for adult people. In other words, once individuals have acquired a stable job, they seek for a good marriage which is associated with stable income.

Stuafer (2008) asserted that married workers were more emotional in doing work than their single counterparts. He further added that single workers were more inclined to passive leisure times.

Highest educational degree earned. There are 33 or 36% who have earned a Bachelor's degree (BEED/BSED). This is followed by forty five (45) or 48% BEED/BSED teachers who have Master's Degree units. Fourteen (14) teachers or 15% are Master's Degree holders. Only one (1) teacher or 1% has Doctoral units.

De Vega (2010) asserted that the level of educational attainment of an individual should be raised to make him/her an effective participant in the national undertaking for progress. Bertland further stressed that the completion of a college degree was associated with estimated averaging and increasing an earning power.

It is very interesting to note that teachers from Kinder to Grade two, Grade 7 and Grade 8 are all Education graduates. One respondent shared, "Teaching will be easier if a teacher is a graduate of education because he/she has learned strategies/techniques and concepts in his

undergraduate studies/courses unlike a teacher who just earned professional education units. He still has to cope with the lesson on teaching strategies and techniques".

As presented above, among the 93 teacher-respondents, 45 of them or 48% earned MA units. Some teacher-respondents commented, *"Studying/earning units in graduate studies is not only an instrument for promotion but also for self-fulfillment. Once enrolled in a graduate studies program, many updates on trends in education will be acquired, also teachers will be upgraded of the contemporary teaching strategies which are useful and helpful."*

However, a senior teacher-respondent revealed, " He is intentionally not pursuing his studies because he has no money. He prefers to save his salary for his son and daughter who are studying in college".

Length/years of Service. It can be gleaned from the table above, that (64) teachers or 69% have rendered their services in the field of education for almost ten (10) years. This is due to the fact that they were newly hired as permanent teachers. Eighteen (18) or 19% have been in the service for 11 to 20 years while ten (10) or 11% for 21 to 30 years. Only one (1) teacher or 1% is planning to retire soon from the service due to old age. According to the International Journal of Social Economics as cited by Abuel (2013), the workers' length of service is related with their level of job satisfaction.

According to Beat, et. Al. (2010), experienced individual workers are likely to achieve success in solving problems they handle in any situation than the inexperienced ones. Gonzales emphasized that working conditions prepare education not only of the mind but of the entire person.

Some experienced teacher-respondents shared "A lengthy experience in teaching is great. Age in teaching shows respect. Teacher is more equipped with ways on how to manage the whole class, can easily address disciplinary problems among students and can share a lot of things about the lessons/experiences that are helpful to the students".

Lesson preparation. Twenty six (26) or 28% prepare their lessons once while there were four (4) or 12% with two preparations. Nine (9) teachers or 10% have three lesson preparations; one (1) teacher prepares four times. On the other hand, forty six (46) or 49% have five (5) preparations of lessons.

Some kindergarten and elementary teachers revealed, "Difficulties preparing the lessons under seven areas hinder them to execute the lessons well".

Number of Trainings on Area of Specialization. It can be gleaned from the table that there were 57 teachers or 61% who attended trainings on the area of their specialization at least five times. Twenty five (25) or 27% attended for at least 10 times and only eleven (11) or 12% attended trainings 15 times.

Trainings on K+12. The table above shows that eighty seven (87) teachers or 94% attended trainings on K+12 for at least 5 times and only six (6) teachers 0r 6% 6 and above were able to have trainings related to K+12.

According to Fulmin and Franklin (2010), working many hours resulted to the inefficiency of an individual and affected even his family life. They also pointed out that a person must have a full knowledge about the program he/she is working for because the clientele rely much on him/her for information. Teacher-respondents commented, "Seminars, trainings, workshops are of great help for them. They help teachers grow professionally and to be aware of the latest innovations in teaching".

Teacher Preparation

The average mean score, 3.76 which is verbally interpreted as "Often" denotes that the teachers are prepared/ready to discuss the subject matters before delivery in the class.

Item 9 ranked first with a mean of 4.24, verbally interpreted as "Often", pertains to reviewing of all the subject matters before delivery. "Assesses student performance through varied tools" ranked second with a mean of 4.12, and Item 3 "Prepares all needed materials first before starting the lesson proper" with a mean of 3.99 are both verbally interpreted "Often". These first-three ranked items are closely related with one another. The teachers are aware that reviewing all the subject matters and preparing and designing all needed materials first before delivery or starting the lesson proper affect teaching effectiveness. Assessment of student performance through varied tools serves as a basis of effective learning. The last ranked item with a mean of 3.24, verbally interpreted as "Sometimes" pertains to consultation with experts on the proper implementation of K+12 which reveals that teachers lack an in-depth understanding why K+12 curriculum was implemented.

In summary, there are eight (8) items which are verbally interpreted as "Often" and two (2) items, "Sometimes".

The findings revealed that the teachers in the public schools in the Division of Quezon, District of Infanta were prepared in the implementation of K+12 curriculum, as indicated by the overall mean

score of 3.76, verbally interpreted as " Often". This shows that the teachers always practice preparing, designing and reviewing the lessons, collecting a variety of materials for instruction, and soliciting support and feedback from other K+12 teachers but lack dialogues and updates about K+12 from experts and school heads.

Many of the teacher-respondents gave the following comments:

> "Once we go to the class we make sure that we mastered our lessons because there are smart students who will ask and test you whether you have the full knowledge about the topic. We prepared necessary materials needed in teaching so that there will be a better learning at the end of the period".

Curriculum Enhancement

The average mean score, 3.46 which is verbally interpreted as "Often" denotes that the teachers are doing some adjustments/enhancements with the prescribed curriculum to make it easier for the learners to understand the topics.

Item number four (4) ranked first with a mean of 4. 18, verbally interpreted as "Often", pertains to simplifying of the content to suit to the level of the learners. Item number 6 "Creates situations that enable the students to develop communication skills" ranked second with a mean of 4.02, and Items number 1 "Revises the content to suit to learner needs as needed" and number 8 "Designs activities that develop student creativity and flexibility" with a mean of 3.98 and are both interpreted as "Often". These first-four ranked items are closely related with one another. The teachers need to be mindful that making and revising the curriculum to make the content simpler and designing and creating situations and activities that enable the learners develop communication skills, creativity and flexibility facilitate the teaching-learning process.

Item number ten (10) ranked last with a mean of 3.28 which is "Integrates relevant scholarly works and ideas as needed", verbally interpreted as "Sometimes". This finding revealed that teachers were not engaged in the integration of relevant scholarly works and ideas. A response "Sometimes" shows that teachers lack the interest in doing researches. It may also mean that the job itself hinders them to grow professionally and academically due to the reasons that they lack finance/s, too many reports and other tasks to be done as well as too many teaching preparations and the location of the station from the school. However, teachers whose work stations are a bit nearer show no interests to engage themselves in scholarly because they are not research-oriented.

In summary, majority of the items - nine (9) are verbally interpreted as "Often" while only one item, as "Sometimes". The findings revealed that the teachers in the Division of Quezon, District of Infanta are generally showing good practices in " Curriculum Enhancement" in terms of enhancing the contents and designing all the needed and appropriate materials to develop and create situations that will boost students' creative and critical skills.

Some respondents explained:

> " There are certain instances that we do not follow the prescribed lessons or modules because they are difficult on the part of the students, instead, we simplify and revise them to suit the level of their understanding".

Teaching Strategies and Techniques

The average mean score, 3. 46 which is interpreted as "Sometimes" denotes that the teachers occasionally employ varied teaching strategies to address different learners in different levels. Item number ten (10) ranked first with a mean of 4.02 verbally interpreted as "Often" refers to using varied assessment tools to rate student performance. Item number eight (8) "Explores the use of varied teaching strategies in teaching" with a mean of 3.92 ranked second (2nd). Item number seven (7), "Uses student-based knowledge on subject matter as spring board for discussion", with a mean 3.87 ranked third (3rd).

This means that teachers need to employ varied assessment tools to determine which skills need to be developed more. Also, the teachers need to be properly guided of appropriate teaching strategies to be used on the next discussion. Activating/using student-based knowledge on subject matter as spring board for discussion helps the teacher identify how the students went through and how farther they can go through. Through this, teachers can design activities suited to the learners. In terms of teaching strategies, teachers have to be equipped with varied teaching strategies so that they can address and develop the learners' creative and critical thinking skills.

Item number five (5) ranked last with a mean of 2. 29, which is "Invites resource speakers to share expertise in the subject matter", verbally interpreted "Rarely". This finding reveals that the teachers rarely considered the community to be outlets of learning. This statement "rarely" denotes that community human resources are not tapped to share expertise to a subject matter they are proficient of.

In summary, there are six (6) items which are verbally interpreted as "Often" and four (4) items, "Sometimes".

The findings revealed that teachers in public schools in the Division of Quezon, District of Infanta were not totally equipped with varied teaching strategies and techniques. As indicated by

the overall mean score, 3.46, verbally interpreted, as "Sometimes". This displays that teachers from the Division of Quezon district of Infanta lack in-service trainings/seminars on teaching strategies and techniques. Aside from that, the community has not been invited as channels of learning.

Some of the teacher-respondents shared:

"It is an advantage for the teachers who always attend and undergo training, seminars, and workshops. These help them to be aware of different problems that our educational system faces now. Training help them address the problem. These also equip teachers with the knowledge to design lessons suited to the levels of the learners".

Learning Resource

The average mean score, 2.54 which is interpreted as "Sometimes" indicates that the teachers experience a shortage of the learning resources to be used in class. Item number ten (10) ranked first with a mean of 3.08, verbally interpreted as "Sometimes" pertains to providing numerous project materials and books. Item number three (3) "Provides 1:1 ratio of textbooks in every subject", with a mean of 2.95 ranked second (2nd). Item number nine (9), "Uses books and other references in the community library" with a mean of 2.86 ranked third (3rd).

This means that the three (3) items are closely related. Teachers must provide all the necessary learning materials, modules and other related references present in the school and community library. Materials of instruction refer to the various resources available to the teachers and learners which help instruction and learning. These represent elements found in the environment and which are meant to help students understand and explain reality. They serve as stimuli in the teaching-learning situation.

Item number five (5) ranked last with a mean of 1. 90, which is "Exposes the students to the community through excursion/fieldtrip at least once in a school year", which is verbally interpreted as "Rarely".

This finding revealed that teachers rarely expose the students to reality. This result "rarely" denotes that the teachers do not directly consider the community as a resource of student learning. One which is closest to reality is the direct, purposive experience where the learner makes use of practically all five senses in establishing contact with true-to-life objects, artifacts, views, sounds. This is sometimes referred to as experiential learning where learners acquire knowledge about particular situations, events, through experiences. An educational fieldtrip provides a type of learning obtained from real-life situations. This above-mentioned type of learning is an outlet that teachers failed to provide.

In summary, there are five (5) items which are verbally interpreted as "Sometimes" and five (5) item, "Rarely". The findings revealed that teachers in public schools in the Division of Quezon, District of Infanta experienced shortage of learning materials, modules and other related references used in the teaching-learning process as indicated by the overall mean score of 2.54, verbally interpreted as "Sometimes".

All these provide an immediate and first-hand learning laboratory in which learners may participate in a wide variety of experiences that are significant to them.

Some of the respondents shared:

"Learning materials are really problems in our stations. We have a school library but the books stored there are not useful, they are out-dated, so we let the students reproduce the texts but it is a burden on their part".

Student Preparation

Table 6 presents the mean scores, ranks and verbal interpretations of the items on student preparation/readiness. The average mean score, 3.62 which is interpreted as "Often" indicates that the teachers react, orient and explain to students the K+12 curriculum.

Item number ten (10) ranked first with a mean of 3.83 verbally interpreted as "Often" pertains to the orientation of the students on different class activities. Item number seven (7) "Explains clearly the objectives of K+12" with a mean of 3.76 ranked second (2nd). Item number nine (9), "Demonstrates new ways on how the lessons are presented" with a mean of 3.72 ranked third (3rd).

This means that teachers orient the students on different class activities wherein students' communication, creative and critical thinking skills are enhanced. This relates with item number seven (7), if the students' communication, creative and critical thinking skills will be developed, graduates of K+12 will be qualified to any field of work and will easily compete with the other graduates of other countries. This is related to the objectives of the K+12 curriculum.

Item number four (4) ranked last with a mean of 3. 29, which is "Discusses to the students the rationale why the enhanced basic education curriculum needs to be implemented." which is verbally interpreted as "Sometimes".

This finding reveals that teachers have to discuss from time to time the rationale why the K+12 was implemented. Students have to be aware that based on DepEd findings as cited by Poliquit, the Philippines has not yet met the standards required of students to compete on an international level. Our country ranked the lowest in Math and Science in the international level of the 2003 TIMSS (Trends in International Mathematics and Science

Study). The low achievement scores of the Filipino students can be attributed to poor quality education in our schools more specifically because the current basic education designed as-a 12-year curriculum is delivered in 10 years.

In summary, there are eight (8) items which are verbally interpreted as "Often" and two (2) items, "Sometimes".

The findings reveal that teachers in public schools in the Division of Quezon, District of Infanta engaged, oriented and demonstrated new ways on how the activities and lessons are presented. On the contrary, teachers have to constantly explain the logic of implementing the K+12 curriculum so that every student will be aware that graduates are not automatically recognized professionals abroad. The Philippines is the only country in Asia and among the three remaining countries in the world that has a 10-year basic education program. International universities and professions call for a 12-year education program. Add the fact that shorter schooling breed younger graduates, most of whom are younger than the legal limit of 18 to enter the workforce and arguably not as emotionally prepared for the demands that higher education, employment and entrepreneurship call for.

Some of the teacher-respondents shared:
"I always explain to my students the rationale why the K+12 curriculum needs to be implemented. I discuss the goals, purposes, objectives and benefits they can get from the curriculum. This helps them to be aware of the program of our educational system".

Teacher Practices in the Initial Implementation of K-12 Curriculum

The Data show that the 20 Highest Ranked Items on Practices in the initial implementation of the K+12 Curriculum in Infanta, Quezon. The above-mentioned ranking is based on the five categories of teachers' best practices in teaching.

Among the practices, "Reviews all subject matters first before delivery" under the area of teacher preparation with a mean score of 4.24 ranked first (1). Ranked second (2nd) under curriculum enhancement with a mean score 4.18 is "Simplifies content to suit the level of learners." "Assesses student performance through varied tools" with a mean score of 4.12 under teacher preparation ranked third (3rd).

Reviewing the subject matters first before delivery is considered as one of the best practices of teachers in Infanta District Division of Quezon. This category revealed that the students' level of thinking is highly considered to determine as to whether teachers need to make necessary adjustments to suit the levels of the learners.

Another category "Simplifies content to suit the level of learners" is taken into consideration as best practice of teachers in the Infanta District. Teachers observed that when the K+12 curriculum was initially implemented many of the lessons were not really fitted to the level of understanding of the students. Hence, enhancement/simplification of the contents to suit the level of learners was done.

"Assesses student performance through varied tools" is an area that is always employed by the teachers in the Infanta District. Knowing the results of assessments gives the teachers ideas whether they will improve teaching or they need to proceed to the next subject matter.

"Commences discussion of lessons with what students already know" with a mean score of 3.74 under teacher preparation ranked last. The above-mentioned category is the least practiced by the teachers from the Infanta District Province of Quezon. This means that the learners and the contents are the focus of the teaching-learning process.

In summary, there are eight (8) items on curriculum enhancement, 6 items on teacher preparation, 4 items on teaching strategies and techniques, two items on student preparation while no items on learning resources. In particular, the following are the teachers' best practices in the initial implementation of the K+12 curriculum: reviews all subject matters before delivery (teacher preparation), simplifies content to suit the level of learners (curriculum enhancement), Assesses student performance through varied tools (teacher preparation), uses varied assessment tools to rate student performance (teaching strategies and techniques), and creates situations that enable the students to develop communication skills (curriculum enhancement).

Problems in the initial implementation of K+12

The average mean score, 2. 60 which is interpreted as "Moderately a Problem" indicates that the teachers moderately experienced a problem when it comes to preparation/readiness. Item number one (1) ranked first with a mean of 3.17 verbally interpreted as "Moderately a Problem" refers to inadequacy of seminars/trainings and other related readings on K+12. Item number two (2) "Insufficient readings and study materials on K+12" with a mean of 3.14 ranked second (2nd). Item number three (3), "Lack of knowledge, skills, attitudes, values pertinent to K+12" and "Inadequate knowhow on the use of varied assessment tools" with a mean 2.58 both ranked third (3rd).

Item number seven (7) ranked last with a mean of 2. 28, which is "Lacks mastery on teaching

content and objectives", verbally interpreted "Slightly a Problem".

This means that teachers lack an orientation why the K+12 curriculum was implemented. Absence of proper orientation, insufficient readings and study materials and lack of knowledge, skills, attitudes, values pertinent to K+12 are some of the problems encountered by the teachers.

In summary, there are six (6) items which are verbally interpreted as "Moderately a Problem" and two (4) items, "Slighty a Problem".

The findings revealed that teachers in public schools in the Division of Quezon, District of Infanta are in need of trainings/seminars on teaching strategies and techniques related to K+12. Trainings and seminars aim to equip every teacher with contemporary teaching strategies to be used in classroom discussion. In teaching to be able to give children quality learning, varied teaching strategies and techniques are necessary. These inspire pupils to learn more. This is based on the concept that education is a preparation for adult life, mental discipline, transfer training, acquire knowledge for its sake, seeking truth and perception, and habit formati0n.

Some teacher-respondents shared:
"In the first year of the implementation of the curriculum, we made necessary adjustments. Everything is new to us; the lessons and activities even the designs on how to attack the lessons are totally different. We are confused of what strategy to use. We lack training on constructivist approaches. The curriculum is more on employing the constructivist methods."

Interpretation of items on problems on teacher preparation/readiness.

The average mean score, 2.75 which is interpreted as "Moderately a Problem" indicates that the teachers experienced moderate problems in terms of enhancement of the curriculum.

Among the ten (10) items on problems on curriculum enhancement, item number three (3) ranked first (1st) and got the highest mean score, 3.00, verbally interpreted as "Moderately a Problem" refers to integration of the resources and needs of the community is not evident in the curriculum. Item number six (6), "Project-based learning activities have not been carefully planned" with a mean of 2.97 ranked second (2nd) while item number seven (7), "Revision as needed to make content relevant has not been given attention" with a mean of 2.93 ranked third (3rd).

This result showed that teachers are not experts in revising the content as well as planning and designing activities that employ project-based learning or constructivist approaches. They lack the ability in designing lessons using project-based learning (PBL). PBL as described by Markham (2011) "integrates knowing and doing. Students learn knowledge and elements of the core curriculum, but also apply what they know to solve authentic problems and produce results that matter. PBL students take advantage of digital tools to produce high quality, collaborative products. PBL refocuses education on the student, not the curriculum--a shift mandated by the global world, which rewards intangible assets such as drive, passion, creativity, empathy, and resiliency. These cannot be taught out of a textbook, but must be activated through experience."

On the other hand, as revealed in Item number nine (9) ranked last with a mean score of 2.30, verbally interpreted as "Slightly a Problem" means that teachers do enhancement of the subject matter. They consider the level of students. It means, if topics/activities were difficult for the students to understand, necessary revisions were made.

The above-mentioned finding was supported by a teacher-respondent's statement on open-ended question number four (4), "Content enhancement, researches, and readings were made to get ideas on how to design lessons/activities to catch the students' interest".

This finding revealed that the teachers in the Division of Quezon, District of Infanta were adequately knowledgeable when it comes to curriculum enhancement. They possess the ability on how to modify the prescribed curriculum for easy understanding. On the other hand, they lack knowhow on how to engage constructivist approaches which require the students to learn as they work on their own.

Further, the findings manifest that the DepEd is wanting in the conduct of regular trainings/seminars which focus on designing plans/activities in line with the constructivist theory. Since, K+12 aims to equip every K+12 graduate with the necessary knowledge, skills, attitudes, and values, they will be taught of the above-mentioned characteristics from Kinder to High School. There will be a better senior high school implementation. Through this, they will be able to meet the standard of education which is to be competent graduates, competent and productive in the world of work.

Some respondents expressed:
"Our students are not exposed to the community. They are rarely engaged to field trips especially in the elementary level, because of the financial incapability of the parents/ learners. Even a single penny to have a copy of the materials needed for

discussion is a burden to them, how much more if they will spend on transportation for field trips".

Teaching Strategies

The average mean score, 2.87, interpreted as "Moderately a Problem" indicates that the teachers experienced moderate problems in terms of employing teaching strategies and techniques in teaching.

Out of the 10 items, item number three (3) "Lack of technology assisted-instruction" ranked first. This finding revealed that teachers lack the ability in using appropriate materials for a technology-assisted instruction. The answer "moderately a problem" proves that teachers only occasionally used technology and other ICT-related materials in teaching.

The finding was supported by the response of the teacher-respondents in open-ended-question number 4. According to the teacher-respondents, "Technology and other ICT-related materials needed for instruction become problems in teaching because we ourselves do not have the ability to operate computers. There are also no enough facilities and ICT- related materials that can be used in teaching in our stations. They also shared that students are not inclined to operating computers so they prefer not to use such in teaching"

Item number six (6) "Resources of the community are meager for student exposure" ranked first with a mean of 3.21 which is verbally interpreted as "Moderately a Problem". Item number seven (7) "No qualified or available resource speaker to share expertise on the subject matter", with a mean of 3.06 ranked second (2nd). These two items are closely related as both refer to community resources. These resources can be places or persons. Students can acquire authentic learning if they go on excursions/fieldtrips. Fieldtrips are more than a "vacation" from school. Coupled with meaningful and relevant lesson objectives, a field experience can engage students in learning and leave a lasting imprint. The experience is very useful because it engages most of Gardner's multiple intelligences, including the naturalist bodily-kinesthetic, interpersonal, verbal-linguistic, intrapersonal, visual-spatial and logical-mathematical. Teachers who routinely integrate multiple intelligences into their lessons and assessments engage the different types of learners, making the learning process successful for all.

There is no question that every fieldtrip or experience requires more time and coordination, especially on the part of the instructor. But the benefits far outweigh the challenges. Students gain meaningful, hands-on experiences directly tied to course objectives and content standards. The best part of a well-organized field experience is that students will remember the "whats" and "whys" even after the class has ended.

Some of the respondents explained:
"In our station, supplies of computers are very inadequate. It will be helpful if we have more of them, so that the needs of digitally-native learners will be addressed".

Problems on Learning Resources.

The average mean score, 3.34 which is interpreted as "Moderately a Problem" indicates that the teachers experienced moderate problems in terms of providing enough learning materials. Three out of ten items on problems in terms of learning resources got a verbal interpretation, "Much of a Problem". Item number three (3), "No available modules in the subjects" ranked first (1) with a mean score of 3.76 while item number six (6) "Few reference materials are found in the school library" ranked second with a mean score, 3.52, verbally interpreted as "Much of a Problem". Item number nine (9), "Limited numbers of books and references are found in the community library" ranked third (3rd) with a mean score of 3.5 and verbally interpreted as "Much of a Problem".

These three items are closely related with each other. All pertains to inadequacy of learning modules, books, and other references. The result, "Much a Problem" revealed that learning materials were not provided for when the Enhanced Basic Education Curriculum was initially implemented.

This finding relates with the answers of the teacher-respondents wherein they listed that the most pressing problem they encountered when K+12 was initially implemented was the absence/lack of learning materials. If there were materials provided, only the teachers owned a single copy of them and the contents were good for the second quarter only.

Among the items on problems in learning resources, item number five (5) inadequate community resources as an aid of student learning ranked last with a mean score, 3.07, verbally interpreted as "Moderately a Problem". This means that the community can only be considered as a secondary source of learning.

In summary, among the five (5) areas on problems when K+12 curriculum was initially implemented, lack of learning resources became the major problem of the teachers of the Division of Quezon, District of Infanta. Learning materials according to Jocelyn Right (2014) are the resources teachers use to deliver instruction. Teaching materials can support student learning and increase student success. Ideally, the teaching materials are tailored to the content in which these are used, to

the students in whose class these are used, and the teacher. Teaching materials come in many shapes and sizes, but they all have in common the ability to support student learning.

On the other hand, teachers learned to be resourceful in reproducing the learning materials.

Some of the respondents shared:

"Learning materials are a big problem, no available modules, books and other references to be used. We only use the old references available in the library".

Problems on Student Preparation/Readiness

The average mean score, 2.97 which is interpreted as "Moderately a Problem" indicates that students were inadequately prepared with the enhanced curriculum. Three out of ten items on problem in terms of student preparation mainly focused on problems that explain and orient the students on the rationale, goals, purposes, and objectives of the K+12 curriculum. Item number two (2), "Lacks orientation, symposium to broaden the knowledge on K+12" ranked first (1st) with a mean score of 3.28 and verbally interpreted as "Moderately a Problem". Item number three (3), "Lacks knowledge on the rationale on the implementation of the enhanced basic education curriculum", ranked second with a mean score, 3.19, verbally interpreted as "Moderately a Problem". Item number one (1) "Poor awareness on the goals, purposes and objectives of the K+12 curriculum ", ranked third (3rd) with a mean score of 3.09 and verbally interpreted as "Moderately a Problem".

These three items are closely related with each other. All of them pertains to the poor orientation and explanation to the learners of the rationale, goals, purposes and objectives why the curriculum was implemented. The result, "Moderately a Problem" revealed that they are unaware of the benefits they will acquire after graduating under the enhanced curriculum.

In summary, among the five (5) areas on problems met by teachers when the K+12 curriculum was implemented, student preparation/readiness ranked second (2). On the whole, schools through school heads and teachers failed to conduct regular symposia/proper orientations to students, parents, stakeholders about the K+12 curriculum.

Some of the teacher-respondents explained:

"Orientation and explanation done by teachers and school heads before the scheduled of classes are not enough. There must be experts to be invited to share expertise about the curriculum".

Problems on implementing the k+12 curriculum

"No available modules in the subjects" with a mean score of 3.74 ranked first (1st). "Few reference materials are found in the school library" with a mean score of 3.52 ranked second (2nd). "Limited numbers of books and references are found in the community library." with a mean score of 3.51 ranked third (3rd).

Absence of learning materials (books, modules and other references) became the major problems of the teachers from the Infanta District Province of Quezon. The above-mentioned problems were supported by the answers of the teacher-respondents in the open-ended questions.

"Lack of understanding on concepts and class activities" with a mean score of 3.02 ranked last. This means that teachers from the District of Infanta Province of Quezon possess some knowledge on how to enhance the curriculum or the contents for the learners to fully understand the subject matters.

Out of the 20 highest ranked items on problems on the initial implementation of the K+12 program, 10 are on learning resources, five (5) on student preparation/readiness, three (3) on teaching strategies and techniques and two (2) on student preparation/readiness while zero (0) for curriculum enhancement. Therefore, the most pressing problems of the teachers in the District of Infanta Province of Quezon are on learning resources followed by student preparation/readiness. In Particular, the most pressing problems of the teachers in the initial implementation of the K+12 program are: no available modules in the subjects, few reference materials are found in the school library, limited numbers of books and references are found in the community library, few available materials for projects and research work, and absence of resource persons to give further discussion/talk about specific topics.

Correlation Of Practices And Problems In The Initial Implementation Of K+12

The correlation between the teachers' practices and their problems relating to the initial implementation of the K+12 curriculum is presented in Table 18.

From data analysis known that the computed coefficient of correlation, .55, with a verbal interpretation of marked substantial relationship, reveals that the practices relate with the problems of the teachers in the Division of Quezon, District of Infanta, in the initial implementation of the K+12 Curriculum. This signifies that their practices positively relate with their problems. To determine whether the coefficient of correlation obtained is significant, the t-ratio was computed. The obtained t-ratio was 6.55 which registered significance at the .01 level. This shows that there is a significant relationship between the practices and problems

encountered by the teachers in the initial implementation of the K+12 Program. Therefore, the null hypothesis which states that 'there is no significant relationship between the teachers' practices and problems in the initial implementation of the K+12 Curriculum' is rejected.

Correlating the practices in teaching with the problems they encountered when the K+12 was initially implemented, the relationship obtained was significant. In others words, while the teachers were found to be consistent in employing certain practices in teaching or good in their performance, the problems they encountered hindered them in delivering excellent outcomes. Students' educational achievement as cited by national and international tests and competitions were very low; far from the international mean score or the standard passing rate which is 75 percent as prescribed by the Department of Education.

Through this very alarming scenario in our educational system, to be able to achieve the ASEAN standards and to be able to compete with the international standards, the government through the help of three educational agencies: Commission on Higher Education, Department of Education, and Technical Education Skills Development Authority is currently doing educational reforms in the three identified educational levels. One priority and a very relevant initiative is outcomes-based education (OBE).

This concept revolutionizes the evaluation of teaching performance. Teachers will be withdrawn from the traditional ways of teaching; instead they will be focusing on the outputs or what students have learned. Here, their creative, critical, communication and problem-solving skills will be honed and developed; and their abilities to formulate solutions to the problems and projects which would make them to be contributing members of their communities and also the global community as whole are practiced. Truly, teachers play vital role in the community as reiterated by a former Secretary of Education "Be proud you are a teacher, the future depends on you".

Implications for an Effective Implementation of Senior High School
The last specific question asked in this investigation pertains to the implications derived from this study for an effective K+12 implementation. The following are the significant implications:

First, the findings that majority of the teacher-respondents are in the middle age and that many of them are female imply that they are experienced working with kids and are tied to the home. This implies that they are best substitutes to take the position of being second parents to elementary and secondary students. It is a fact that a school serves as second home for every learner, meaning each of them will be provided parental guidance when their parents cannot attend to them.

Second, the findings that majority of the teacher-respondents are young, as what has been mentioned in the first finding that majority of the teacher-respondents are at a young age, imply that they are active, dynamic, energetic, responsible and resourceful. This implies that they will be able to perform every assigned task to them mostly in teaching and in managing the class. Their ages can be considered in the prime level, thus they are more productive and proactive.

Third, the findings that most of the teacher-respondents are married. This finding shows that teachers and elementary and secondary levels imply that more parental care is involved. As a teacher, who pays attention to the students' needs would require deep passion for the children. He/She has to fully understand their attitudes, necessities and interests.

Fourth, the findings that all of the teacher-respondents hold a degree in education imply that they possess the necessary knowhow in child psychology, growth and development. The fact that they understand, know and apprehend one's uniqueness and differences, they can guide and teach them well.

Fifth, the findings that majority of the teacher-respondents hold BEED/BSED with MA units imply that they need to be encouraged to finish their master's degree. This implies they will be more research-oriented. Earning graduate studies degrees helps the teachers to be more competent in teaching in the subjects they are handling.

Sixth, the findings imply that teachers are in need of adequate trainings and seminars about the latest innovations in teaching, especially nowadays that students are more engaged in technology. In this manner, they will be equipped and be abreast of the latest strategies and methodologies in teaching.

Seventh, the findings that majority of the kindergarten and elementary teachers have five and above preparations. This implies that they are in need of teacher-assistants to address the large number of pupils and to do other school chores. Large number of pupils in the classroom and many lesson preparations hinder them to be effective teachers, thus, number of class size and lesson preparation must be reduced.

Eighth, the findings that most of the teacher-respondents utilize lesson planning. Teachers

review the subject matter before the delivery, prepare all the needed materials and assess the students through varied assessment tools. They also consult regularly with school heads and experts for updates in curriculum. This implies that good teaching ensures effective learning and good classroom management.

Ninth, the findings that many of the teacher-respondents simplify, design, and integrate the contents that will get the students' interests and will develop their creative, critical, communication and problem-solving skills. This implies that if these are practiced regularly there will be an effective teaching-learning process.

Tenth, the results that many of the teacher-respondents explore varied assessment tools and employ the uses of varied teaching strategies in teaching imply that strategies address the students with different levels. If these are always done, students will be developed holistically.

Eleventh, the findings that teacher-respondents find difficulties having a complete and enough numbers of learning resources. They are in need of materials and human resources. Materials imply that as an integral part of the teaching-learning situation, these help to bring about permanent and meaningful experiences.

Twelfth, the findings that most of the teacher-respondents come up with different class activities and motivate the students to engage in independent study imply that they establish real, concrete and explicit learning.

Thirteenth, the results that teacher-respondents lack seminars , trainings and readings related to the area of their specialization and of the K+12 curriculum imply that these hinder them to design lessons/activities prescribed in the newly implemented curriculum. This also implies the need for teachers to be familiar with the latest teaching strategies and techniques to create fun and engaging lessons.

Fourteenth, the findings that many teacher-respondents do not expose the learners to community resources, integration of the community as resources is not evident imply the needs of the students to be engaged to excursion/fieldtrips to make learning effective, direct and authentic.

Fifteenth, the findings that most of the teacher-respondents lack appropriate technology-assisted instruction and ICT-related materials, imply that teachers have to be equipped with knowledge and skills in manipulating such. This helps to catch the learners' interests especially nowadays that they are in the digital age. The more engagements to the resources, the more that learning occurs.

Sixteenth, the findings that many teacher-respondents need to be resourceful enough to address the scarcity of teaching materials imply that teachers must tap community members and materials in the local community which can be very good substitutes for what are needed to implement the curriculum. Some can be resource speakers. They can be interviewed. The whole community can serve as a curriculum resource thus each has a great stake in curriculum implementation.

CONCLUSIONS AND RECOMENDATION
Conclusions

Based on the findings of this study, the following conclusions are hereby drawn: (1) the teacher-respondents in the pre-elementary, elementary and secondary public schools in the Infanta District of Quezon are predominantly female and married, in their age bracket 31-40 years, have finished teacher education courses with licenses and civil service eligibilities and with graduate education units, have been teaching for 10 years; and have attended trainings on K+12 below 10 times.

(2) In the initial implementation of the K+12 Curriculum, the teachers were able to refine best practices in three areas of the five identified areas of concern. There were no identified best practices in learning resources as well as teaching strategies and techniques while the following are the top ten best practices in the areas of teacher preparation/readiness, curriculum enhancement, and student preparation/readiness: (a) reviews and ensures understanding of subject matter before delivery, (b) simplifies curriculum content to suit the level of learners, (c) measures student performance through varied assessment tools, (d) creates situations that enhance communication skills among students, (e) integrates learner nature and interests into subject matter, (f) prepares the needed materials before starting lesson proper, (g) designs activities that develop student creativity and flexibility, (h) explores the use of appropriate varied teaching strategies and techniques, (i) integrates with the lessons the culture, customs and traditions of the community, and (j) uses student base-knowledge on lesson as a springboard for discussion.

(3) The top ten most pressing problems encountered by the teachers in the initial implementation of the K+12 Curriculum are: (a) no available modules for use in the different subject areas, (b) very few books and other references are found in the school library, (c) very limited related reading materials are available in the community library, (d) very few available materials for projects and research work, (e) absence of resource persons

to enhance discussions on specific topics, (f) inadequate seminar-workshops/symposia to broaden knowledge on K+12, (g) lack of technology-assisted instructional materials, (h) insufficient computers and other IT equipment in aid of instruction, (i) community resources are meager for student exposure, and (j) lack of textbooks in the different subject areas.

(4) The practices of the teachers to bring about an effective implementation of the K+12 Curriculum significantly relate with the problems they encountered. The more practices they initiated, the lesser the problems they encountered or the other way around.

Recommendations

Based on the aforementioned findings and conclusions, the following are hereby recommended to the following: (1) Teachers; (a) participate in more seminar-workshops/ trainings on the K+12 curriculum and other K+12 related seminars and trainings to be able to effectively implement said curriculum considering in particular the skill in designing appropriate instructional modules and audio-visual materials as well as the use of varied assessment tools; (b) Through self-study and own initiatives, master the competencies and skills in enhancing the curriculum to fit the nature, needs and interests of the learners as well as the needs of the industry and the community thus making the curriculum relevant and responsive for purposes of mitigating the problem on mismatch; (c) learn to indigenize and localize the curriculum in order to maximize the use of community resources for student projects and research work as well as to make the curriculum appropriate in addressing community needs; (d) explore and establish linkages with different sectors in the community as well as other educational institutions, business establishments and agencies to act as partners in the effective implementation of the K+12 curriculum; (e) make a survey on community resources and needs or an environmental scan to get the necessary and appropriate information in contextualizing or enriching the curriculum; (f) partner closely and harmoniously with the students' parents to solicit their all-out support in effecting an effective K+12 curriculum implementation; (g) step-up the student orientation campaign regarding the K+12 curriculum for them to fully understand its rationale, objectives and importance.

(2) *Heads of Schools;* (a) sponsor more in-house K+12 seminars and trainings or provide budget for them to attend such activities off-campus for purposes of a heightened understanding on the K+12 curriculum; (b) regularly mentor and monitor teachers on how the K+12 curriculum should be properly implemented and evaluate to cite and reward functional practices, address problems or eradicate undesirable practices in the implementation; (c) create a dynamic home-community-school partnership to collaboratively advance the objectives of the K+12 curriculum; (d) Allot adequate budget for the purchase of K+12 books and other reference materials, modules and IT equipment in aid of instruction; (e) track the progress and evaluate the implementation of the K+12 curriculum as a basis or groundwork for the forthcoming implementation of Senior High School.

(3) *Students;* (a) strive to understand and to fully embrace the rationale and objectives of the K+12 curriculum by being focused during information drives especially organized for them; (b) cooperate with their teachers in the attainment of the objectives of their daily lessons.

(4) *Parents*; (a) attend K+12 forums/symposia to fully understand the need and benefits of the K+12 curriculum; (b) provide for and assist their children in the accomplishment of their school projects and research work as well as assist them in their reviews for major examinations; (c) partner with the school in providing the best quality of education for their children.

(5) *District Supervisor*; (a) conducts regular visits to the schools to provide the necessary assistance in the effective implementation of the K+12 curriculum

(6) *Department of Education*; (a) make a survey on the needs and problems of the schools relative to the implementation of the K+12 curriculum and promptly offer corresponding appropriate solutions; (b) provide follow-up K+12 seminar-workshops/trainings to teachers geared at an effective K+12 implementation; (c) provide to all schools the necessary building and laboratory facilities as well as learning resources required; (d) track and evaluate the initial implementation of the K+12 curriculum for purposes of immediately addressing any problem or difficulty encountered; (e) make use of the findings of this study as a basis or groundwork in bringing forth an effective implementation of the Senior High School Program.

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DEVELOPMENT MODEL IN ISLAMIC EDUCATION THROUGH SOCIAL PROBLEM STRATEGY TO FORM STUDENT'S SOCIAL INTELLIGENCE

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ABSTRACT

Character education through Islamic education learning is a strategical effort to develop the quality of Indonesian human resources. An enhancement on character value in higher education institutions can be performed by implementing a social-problem-based Islamic education. Islamic education based on social problem is expected to be able to develop student's social intelligence. This research aims to develop a package of Islamic education based on social problem as a way to develop student's social intelligence. The result shows that (1) the result of substance exploration study upon social intelligence component being developed in Islamic education based on social problems highlights the awareness of self and others situational, empathy competence and communication competence. (2) the developed educational package is reasonable and can be utilized as educational package. There are 75% people that validates ("validation persons") who assessed the package as 'very valid' and the rest 25% assessed it as 'valid'. (3) Islamic education package based on social problem can enhance student's social intelligence.

Keywords: *development, project-based learning model, learning media, learning outcomes*

Character development through education is a strategical effort to advance our nation. Human resources quality of a nation is determined by educational process, one of the way is through character education. Reorganization of character education, in higher education curriculum structure, can be performed by, one of the way, implementing an education that emphasizes on the process of student's character development.

College as a higher education institution is obliged to develop characters of the students, whether in academic field or non-academic field as well as spreading out science and knowledge for the sake of society advancement. In order to spread out science and technology, students are liable not only to master academic competence, but also the competence to establish social interaction.

In social life, the basic value of social interaction competence is an essential value that needs to be developed in educational process, considering that human beings are dignified creatures. The basic value of this social responsibility cannot be obtained from social environment, individual or communal interactions. The interaction being performed is marked by the existence of concern for others, kindness for each other and love. Hence, the embedded process is considered as an important matter in establishing the awareness of teaching subjects upon their social life.

Social intelligence may occur in the form of entire parts of the development of one's competence that is utilized for interacting or connecting effectively to others. Specifically, the referred social intelligence may come up in the form of competence in performing interaction with others and in understanding others.

In the structure of Indonesian higher education curriculum, Islamic education holds an important role in transforming values which based on Islamic dogma to form student's personality with character. Through the lecturing of Islamic education, it is expected for the lecturing to be able to form student's character to be the one with interpersonal competence in building interaction with their social environment that is referred as social intelligence.

In the context of Islamic education learning which contains norms value, the activities for social intelligence development including development of substances, process and arousing atmosphere or environment that support the students to improve their well behaviors in their daily life. Learning experience is directed on the development of learning interaction atmosphere that is designed to achieve the goals of social intelligent character forming, by conditioning learning situation and condition that sought after the students so that they will be accustomed to behaving according to norms value and social intelligence character.

Islamic education based on social problem emphasizes on social problem as the basic analysis. Hence, it is expected that the transformation of Islamic dogma values will be dynamic and can provide appropriate response toward the problems that occur in society.

Islamic education based on social problem, in this case, is different from the conventional Islamic education, as provided in the table below.

No	Conventional Islamic Ed	Social-problem-based Islamic Ed
1	Based on belief (doctrine)	Putting social problem as the basic.
2	Using exclusive paradigm	Using inclusive paradigm.
3	Orientating on the mastery of theology and religious rituals	Orientating on religious norms and ethics to form social behavior and social problem solving
4	Curriculum based on religious knowledge	Curriculum based on social reality
5	Religious norms become learning materials for the students to memorize and understand	Religious norms are embedded to the students as the base for them to behave and act in society
6	Students are charged to master religious knowledge	Students are guided to be religious agents in social development

Table 1. Differences of conventional and social-problem-based Islamic education implementation (Sutrisno, 2012).

Ability to analyze social problem becomes a tool to form student's social intelligence. By problem solving skill, the students will get not only knowledge but also the competence in utilizing all of their obtained knowledge to overcome new situation or to solve the problems related to real life. Application of whole knowledge in social life problem solving will enhance student's competence in overcoming life reality and their skill in solving problems. This problem solving skill, in social life context is considered as an effort to form a character on the students who have social intelligence.

Through problem solving, the student will be motivated to expose themselves in thinking process, obtaining learning experience directly by themselves. Ability in solving problems which is integrated with Islamic dogma value is important for the students in the future. Competences in Islamic value, in this case, are assessed by positioning student's understanding upon values exposed to various problems that occur in social life.

The specific goals of this research are to describe the substance of Islamic education materials based o social problem as an effort in developing student's social intelligence, to

describe that the educational package being developed can be implemented. Meanwhile, the urgency (advantage) of this research is to generate a package of Islamic education that may form student's social intelligence.

METHOD

This study is categorized as a *Research and Development (R&D)*study. Research procedures employed in this study adopted research procedures proposed by Carey (2005). Research Step I utilized developmental research design (Carey, 2005). The main target of this research is to arrange model prototype of Islamic education based on social problems. Hence, a survey on (1) theoretical concept of material substance on Islamic education based on social problem was needed. This survey was utilized as a material to arrange the model prototype. Product design. Manifested in the form of educational package development. Design validation was conducted by expert lecturers education/teaching design, material experts. Design revision. Validation result was done for the remedial of educational package and Revision of product after the research result was analyzed and performed through *Focus Group Discussion (FGD)*

The outcome of this research activity is the educational package that has been revised and been ready for try-out or implementation. This research took place on higher education institutions in *Malang Raya*. The subjects (respondents) of this research are Islamic Education Lecturers in *Malang Raya*.

RESULTS AND DISCUSION
Results
Components of social intelligence being developed in Islamic Education through Social Problem Strategy

Social intelligence as a competence of an individual in performing social interaction is related to the competence of an individual in establishing relationship with the environment or a group of society. In the context of social relation, social intelligence is the ability of an individual to contribute him/herself on his/her social surroundings, signified by the individual skills in positioning him/herself in social interaction, both in self-understanding and understanding-towards-others aspects.

This development on social intelligence may occur in the form of entire guidance from the one's competence which is utilized for interacting or communicating effectively with the others. Fundamental aspects in this social competence guidance may be implemented via materials delivery in learning programs that emphasize on the forming of social intelligence.

Self-Situational and Others-Situational Awareness

Situational skill upon one's self and others' selves is a well-managed skill in terms of interacting with others and scrupulously reading surrounding situation. The forming of this competence is started by understanding one's own emotion then dealing with others' emotion.

This social proficiency is an aspect that may support the succeed in mingling with others. The absence of this skill from ones' selves may result in the inability in dealing with social world. Indeed, due to the absence of these skills, people with such high academical value are mostly fail in maintaining their relationships (Goleman, 2002:158-159).

According to the research findings, lecturers deliver these situational comprehension upon one's own self and others' selves through the delivery of materials that shall lead students' awareness of their natural tendency as human in life.

Situational comprehension is directed on the transformation process of cognitive through the deliveries of concepts, facts, principles on the materials as quoted from the following interview

Discussion of contents of materials or subjects in Islamic Education (*"Pendidikan Agama Islam"* - PAI), such as : Human rights, Democracy in Islam, Ethics, morals, religious harmony, civil society and human prosperity, where these materials are more possibly to be an entry point to develop student's social intelligence.(REK WWCR-DS-S-UMM)

Moreover, those materials are elaborated on the discussion of the nature of life, social life, meaning of life, purposes of life and how existence and actualization from students as human beings who hold noble obligations to bring this universe into a better one go on.

Message transformation is delivered by integrating character value taught in Islamic education according to normative guidelines from *Al-Qur'an*. Moreover, it is also delivered through social life problem analysis.

Empathy Competence

Empathy is one of the important skills that needs to be developed in students' daily life. Empathy is also one of the important parts of social intelligence. It is closely related to other components such as basic empathy, harmony in empathic accuracy and social comprehension.

Empathy is understanding the feelings and problems of others and thinking from their point of views, appreciating the difference in others' feelings upon many things (Goleman,

2002:428). According to Goleman, the competence in sensing one's feeling before the corresponding subject say it in words is the main essence of empathy.

Empathic attitude in social interaction is essentially needed, because through this attitude, students will be able to read the social tendency of others and may result in positive attitude to always understand others' conditions. By possessing this empathic attitude, the students' will understand their friends better, and possess a high social attitude to their peer friends. The impact shows is that the learning and teaching process and relationship of individuals with others will be maintained better.

Batson et al. (1997) in their journal entitled *Information Function Of Empathic Emotion: Learning That We Value the Other's Welfare* conducted a research to identify the effect of empathy on the attitude which generated three steps of model, they are:

a. Performing a perspective view on somebody who are in a condition of needing some helps (for instance by imagining what they are feeling) will improve empathic *feeling* on those individuals

b. *Feeling* this empathy will bring towards a perception to improve individual condition

c. According to the assumption that individuals as the members of certain group who need helps, a positive assessment is generalized to the group as a whole, so that the one who empathize on a member of that particular group will make that group member will give the same empathetical response on the group as a whole.

Mercer and Reynolds (2002) stated that empathy may form climates between individuals free from defensive attitude and may result in the individuals to be able to talk more openly about their perception on their own needs.

Moreover, Ioannidou and Konstanikaki (2008) stated that teamwork is a quite effective way in making an individual to be more focus in forming their empathy attitude, by supporting that particular individual by understanding others' needs and providing some suggestions that they probably need, and also cooperating together in achieving a certain goal. This is one of the way to develop individual's confidence in their daily interaction and cohesiveness inter-group members to be in a better harmony.

According to the research finding, empathetical competence is being developed by the lecturers through message transformation as quoted from the following interview.

The implementation of PAI that orients to the problem solving emphasizes on the social problems, social problems, poverty, ignorance, oppression, the difference in loving and

appreciating other human beings and especially other parties, putting service into top priority and to live worthwhile for others, and social empowering,(REK-WWCR-DS)

The development of empathic attitude is directed on the cognitive transformation process via delivery of concepts, facts, principles of materials which are accompanied by social problems. Analysis of social problems is directed to establish students' awareness so that they can feel the experience of being on the shoes of the others as illustrated and according to the analysis of the social problems.

The development of educational package comprises of guideline and textbooks.

After the package is developed, then a validation upon the package is performed. Validation execution on 1 lecturer of material contents and educational/learning design expert.

Table 1. Summary of Educational Package Validation Results

No	Aspect	Validation Result				
		1	2	3	4	5
1	Aim(s)	0	0	0	2	6
2	Material(s)	0	0	0	3	5
3	Recency	0	0	0	1	7
	Mean	0	0	0	2	6
	Percentage	0	0	0	25	75

Descriptions:

It can be seen that, 75% of validation persons saying that it is very valid, 25% of them stating that it is valid, so that the developed educational package can be considered as valid or reasonable to be implemented on Islamic education course.

Discussion

Higher education institution as an educational institution holds a role to form the younger generation hopeful for this nation and it needs to develop a character education which emphasizes on he forming of student's social intelligence. Education is an important aspect in the development of social intelligence, especially during the period of self identity forming, which is performed on the students.

Social intelligence, as well as other self qualities, does not developed automatically. Social intelligence development on each of the students is not only affected by nature factor but also nurture factor. Hence, socialization and education that are closely related with the value of kindness whether in the college, in society or wider environment is essential in the forming of student's character who has a high social intelligence.

Social intelligence as a competence to interact with others needs to be developed. The

intelligence includes sensitivity for detecting others' needs, consciousness to act empathetically or feeling others' hardships and ability in putting own self on others' shoes in a certain social situation. Social intelligence also includes competences in communication, cooperation, sharing ideas, negotiation, acting in full responsibility awareness, etc.

Via Islamic education based on social problems, the students are likely to be able to develop their social intelligence which is considered as one of the important competences that they need to master as the agents of change. According to Goleman (2006), an individual who possesses a high social intelligence has these two major competences as follow. They are: *low-road capacities* means that a basic competence in social intelligence that automatically operates beyond human consciousness and happens quickly. *Low-road capacities* includes: basic empathy and synchronization. On the other hand, *high-road articulations* is a more complex competence in social intelligence which operates with the control of desire or will. It needs some efforts and conscious motive and happens slower, such as: empathy accuracy and effects (*influence*).

The developed educational package contains guidelines, and some validations are executed on the textbooks by the experts of material contents and education/learning design experts. The validation result shows that 75% of the validation persons saying that the package is very valid and the rest 75% acknowledged that it is valid, so that the educational package that was being developed can be considered as valid or proper to be used. FGD implementation FGD implementation for the enhancement of developed package. FGD implementation with the lecturers of Islamic Education and lecturers of educational technology.

CONCLUSIONS AND SUGGESTIONS
Conclusions

The developed educational package is reasonable and can be utilized in Islamic Education. The number of validation persons stating that or stating that the result is very valid were 71.87% and the rest of 28.14% acknowledged it as valid. The developed Islamic education package may optimize character development, especially student's social intelligence.

Suggestions

Package of Islamic education based on social problem as an effort to enhance student's social intelligence can be a reference alternative for lecturers in developing a strategy for developing student's social intelligence. The educational package can be used as a reference for developing an educational package for materials that have the

similar or nearly similar characteristics. The implementation of Islamic education based on social problem can be implemented on other materials since it optimizes the forming of student's social intelligence. ✍

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EFFECTIVENESS OF TEACHERS' COLLEGIAL ACTIVITIES IN SUPPORTING PROFESSIONAL DEVELOPMENT

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ABSTRACT

Teachers' collegial activity is one form of continues professional development (CPD) that aimed to improve teachers' competence. This article aimed at describing the effectiveness of teachers' collegial activity in promoting teachers' professional development. This quantitative-descriptive study involved 31 teachers in Jawa Timur area, using checklist and interview guide as the instruments. The checklist measured the effectiveness of teachers' collegial activity from the aspects of 1) supportive, 2) job-embedded, 3) instructionally-focused, 4) collaborative, and 5) ongoing. It was found out that teachers' collegial activities were categorized "efficient" in promoting teachers' professional development, but needs improvement in the aspects of instructionally-focused and ongoing.

Keywords: *continues professional development, teacher professional development, collegial activity*

Teachers as front liners of the nation in educating and shaping future generation have to dedicate themselves to education and never stop learning. By choosing teacher as a profession, one has to continue learning as long as he or she holds the profession. Teachers have to hold their professional responsibility through Continuous Professional Development (CPD) as long as they are committed to be educators (Amin, 2012; Brown, 2007). They have to continue developing their competence by gathering new information on current teaching methods, strategies, and technology.

In Indonesian context, according to Law No. 14/2005 Verse 8, a qualified teacher is viewed from the following criteria: academic qualification, competence, educator certificate, physical and psychological wellness, and capability to achieve national education target.In addition to the need of possessing the pedagogical knowledge, teachers as professional educators also need to have very good mastery in the subject matter they teach, as well as possess teaching ability and professional responsibility (Minister of National Education Regulation No. 16/2007). Furthermore, teachers' professional development has a big impact to students' learning (Kang et.al, 2013) as it will eventually facilitate the students to achieve optimally (Usman, 2011), and more significantly, students' individual development (Cubukcu, 2010).

Teachers can decide to work on their professional development either based on their own awareness (bottom-up development) or on the requirement of their institution (top-down development). In bottom-up development, teachers become an active initiator and overtakes the responsibility for their own professional growth. As for top-down development, teachers improve their competence because of being enacted by their institutions (Christodoulou, 2010, as cited in Putri, 2015).

In Indonesian school context, teachers as individuals or together with their colleague have to be involved in a learning organization by consciously, voluntarily, and intensively joining different kinds of learning activity to develop their competence (National Education Ministry, 2010). Government Regulation No. 1 2010 on Continuous Professional Development stated that teachers are regulated to develop their competence, one of which is through collegial activity, a scientific summit activity held to help teachers achieve a standard or above required standard in their professional competence. The collegial activity includes: 1) workshop, seminar, or activities held by teachers' community, 2) speaker or participant in a seminar, panel discussion, or other scientific summits, and 3) other collective activities on teacher's practice.

It requires an effective professional development activity in order to achieve the aim of CPD, that is to support teacher's professional competence. According to Hunzicker (2010),an effective professional development activity should

have the following characteristics: 1) supportive, 2) job-embedded, 3) instructional-focused, 4) collaborative, and 5) ongoing.

The first characteristic of an effective professional development activity is supportive, which is a fundamental pre-requisite for learners of all ages (Csikszentmihalyi, 1997) because it supports teacher motivation and commitment to learn.It addresses the learning needs of specific schools, classrooms, grade levels, and teachers (Quick, Holtzman, & Chaney, 2009). It accomodates teachers' individual learning styles and preferences (Tate, 2009) and allows teachers to choose their learning pace and direction (Fritz, 2000; Porter et al., 2003). This combination strengthens teachers' commitment to develop their competenceand increases their motivation to learn (Porter et al., 2003; Smith et al., 2000). Once this supportive characteristic earned, teachers' commitment and intrinsic motivation are established, and therefore, effective professional development is likely to be achieved.

The second characteristic of an effective professional development activity isjob-embedded, which makes it both relevant and authentic. A relevant professional development activity directly addresses teachers' specific needs and concerns (Guskey, 1995) and shows connection between a learning experience and teachers' daily responsibilities (Flores, 2005; Tate, 2009). Furthermore, a professional development activity is deemed authentic when it is integrated seamlessly into each school day (Fullan, 1995). It can be concluded that job-embedded professional development engages teachers in learning through their daily activities and responsibilities, and requires time to consider any possibilities, try out new ideas, and analyze the effectiveness of their actions. According to Tate (2009), job-embedded activities increase teachers' perceptions of relevance and authenticity which in turn, supports professional learning.

The third characteristic of an effective professional development activity isinstructional-focused. It emphasizes subject area content and pedagogy as well as student learning outcomes. An instructional-focused professional development activity supports teachers to increase students' achievement,

which is undoubtly the ultimate goal of professional development (Mundry, 2005; Porter et al., 2003; Quick et al., 2009). Instructional-focused professional development is effective because teachers consider the emphasis on subject area content and pedagogy relevant and authentic to their daily responsibilities. Furthermore, Porter et al. (2003) stated that instructional-focused professional development activity connects to teachers' experiences, which is more likely to result in changed behavior.

The next characteristic of an effective professional development activity is collaborrative, which emphasizes both active and interactive learning experiences through participation in learning communities. Effective professional development engages teachers physically, cognitively, and emotionally through such activities as sharing and discussion, visual representations, simulations and role play, problem solving, application and follow through, and reflection (Lieberman & Pointer Mace, 2008; Mundry, 2005; Porter et al., 2003;Quick et al., 2009; Tate, 2009). In fact, a study asserts that teachers' active engagement in professional development activity booststheir remembering to 90% of what they experience through professional development (Tate, 2009).

Finally, one characteristic of an effective professional development activity is ongoing, which involves combination of contact hours, duration, and coherence. Ongoing professional development activity is deemed effective because the more time teachers spend engaging in professional developmentactivities, such as in study groups, mentoring, and task forces that require active participation over time, the more likely their teaching practice is to improve (Porter et al., 2003; Quick et al., 2009).Research shows that teachers' learning process and changes in teaching practice involve a recursive and continual process that takes place over time (King & Newmann, 2004; Lieberman &Mace, 2008). In fact, lasting change typically takes a minimum of three to five years (Quick, et al., 2009)because teachers often need several months or even years to endure transition from personal concerns about a new innovation to planning, implementation, and management concerns aimed at addressing student needs (Loucks-Horsley & Stiegelbauer, 1991).

CPD has become essential needs in today's education system, which had spawned numerous

professional development activities for teachers in Indonesia to improve their pedagogical and professional competence. However, recent result of National Teachers' Competence Test (UKG) in 2015 showed that teachers' competence was still below expectation, only reaching the average score of 56,69. Therefore, this study needed to be conducted to describe the effectiveness of teachers' collegial activity as one form of CPD that supposed to improve teachers' competence.

This study was expected to provide the following significances: 1) as a resource of information for relevant institutions that organize teachers' collegial activities so that they will pay more attention to the relevancy of the activities and teachers' needs, 2) as a reference for teachers, both pre-service and in-service ones, who look for further information on CPD, particularly in form of teachers' collegial activity, and 3) as an evaluation tool in measuring the effectiveness of teachers' collegial activities.

METHOD

This quantitative-descriptive research was aimed to get description of the effectiveness of teachers' collegial activities in supporting teachers' professional development. The subject of this study was 31 teachers who taught at the level of SMP, SMA, and SMK across Jawa Timur area, including Malang, Singosari, Pandaan, Pasuruan, Batu, Jombang, Kediri, Pacitan, Madiun, Ponorogo, dan Probolinggo. The instrument used was questionnaire in form of checklist that was distributed through teachers' WhatsApp groups, and interview guide. The questionnaire was adapted from Hunzicker's (2010) checklist model of professional development effectiveness, which covered the following aspects: 1) supportive, 2) job-embedded, 3) instructional-focused, 4) collaborative, and 5) ongoing. The collected data was analyzed descriptively using Likert scale with the following weighing method:

Table 1.1 Questionnaire Weighing Method

No.	Attitude	Description	Score
1	Strongly agree	Consistently found	4
2	Agree	Usually found	3
3	Disagree	Inconsistently found	2
4	Strongly disagree	Not found	1

The result was then summated and converted into percentage form and the percentage result was subsequently interpreted into the effectiveness level of teachers' collegial activity: very effective, effective, fairly effective, and ineffective, using the measurement in the following table:

Table 1.2 Qualification of Teachers' Collegial Activity

No	Percentage Score	Category
1	85% - 100%	Very Effective
2	75% - 84%	Effective
3	65% - 74%	Fairly Effective
4	55% - 64%	Ineffective

RESULT AND DISCUSSION

Result showed that the effectiveness percentage of teachers' collegial activities viewed from the aspects of: 1) supportive was 83,71%, 2) job-embedded was 83,60%, 3) instructional-focused was 75,60%, 4) collaborative was 78,76%, and 5) ongoing was 77,15%. Overall, the average percentage of the effectiveness of teachers' collegial activitiy was 79,77%, indicating that the activity was generally categorized effective.

Despite the good result, the effectiveness of teachers' collegial activity still needed to be improved, particularly in the aspects of instructional-focused and ongoing. In the aspect of instructional-focused, relevancy of the materials discussed in teachers' collegial activity and materials in the teachers' real classrooms was not categorized effective yet, gaining the percentage of 72,58%. It was also found out that the ability of teachers' collegial activity in improving students' achievement was not categorized effective yet, gaining the percentage of73,39%. Another effectiveness aspect that needed to be improved was ongoing, in which the ongoing communication between teachers after the completion of the collegial activity was not categorized effective either, gaining the percentage of73,39%. The result

of the data collection was summarized in the following chart:
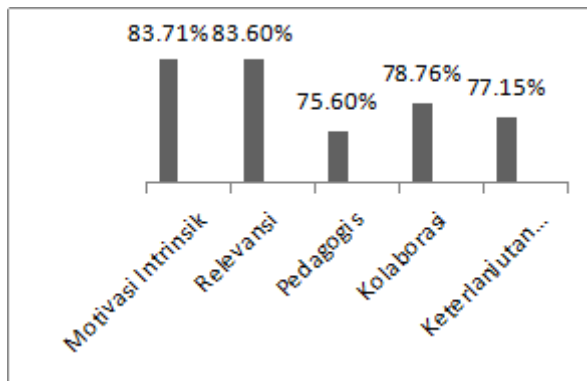
Figure 1. Effectiveness Percentage of Teachers' Collegial Activity

Althoughtheoverallaverage percentage of the effectiveness of teachers' collegial activity was categorized effective, there were some aspects, however, that needed to be improved. The first was the effectiveness from the aspect of instructional-focused, particularly in the relevancy of the materials delivered in teachers' collegial activity and materials in the teachers' actual classrooms. From interview with some teachers, it was revealed that the cause of this matter was probably from the activity organizer who did not conduct needs analysis prior to the event. Therefore, there were gaps between the materials or topics delivered in the teachers' collegial activity and the materials the teachers face in their actual classrooms. Another possible cause came from the teachers themselves, who were frequently joined in the teachers' collegial activity mainly for the sake of the credit point they would get from the certificate awarded by the organizer. The credit point would be beneficial in improving teachers' career stage.

Another effectiveness from the aspect of instructional-focusedthat needed attention was the effectiveness of teachers' collegial activity in improving students' achievement. It is clear that the ultimate goal of professional development is to increase student achievement; therefore,teachers' collegial activity should support teachers to achieve that goal. Effective teachers' collegial activityshould focus on both subject area content and how to teach it so that teachers would have a very good mastery in

their subject area content to anticipate students'difficulties and engage students in learning through various instructional strategies.

Another effectiveness aspect that needed to be improved was ongoing, in which the ongoing communication between teachers after the completion of the collegial activity was not categorized effective. From interview with teachers and analysis on previous research, it was revealed that this happened because teachers perceived their learning experiences in different way and they needed a recursive and continual process within several months or even years (Loucks-Horsley & Stiegelbauer, 1991) to absorb new information before eventually made a change in their teaching practice(King & Newmann, 2004; Lieberman & Mace, 2008).

CONCLUSION

This article describes the effectiveness of teachers' collegial activity in supporting teachers' professional development. In general, teachers' collegial activity in Jawa Timur area of Indonesia was categorized as effective, although some aspects of effectiveness needed to be improved; they were the instructional-focused and ongoing aspects. It is essential for teachers' collegial activity organizer and the teachers to organize and participate in learning activities that are effective in terms of supportive, job-embedded, instructional-focused, collaborative, and ongoing aspects so that it has significant, meaningful impact in improving teachers' competence.

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APPLICATION TRADITIONAL GAME
"*CUBLAK CUBLAK SUWENG*" IN GROUP GUIDANCE SERVICES TO INCULCATE GRATITUDE

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ABSTRACT

This article focuses on moral values in adolescents who diminishing. Adolescents are individuals who are in the process of evolving. To reach maturity, the teens need guidance, because they still have little understanding of themselves, their environment and in determining the direction of his life. Youth development is inseparable from environmental influences physically, psychologically and socially. One that can affect adolescents that any deviation values that should be owned by teenagers. That is partly a result of a cultural shift that makes teens increasingly want to follow the changes in the new culture. This led to a negative, namely the establishment of greed such as consumer behavior and hedonism. Characteristics of adolescents who have greed among other anti-social,narcissism and a lack of gratitude for something that they already have. To inculcate gratitude need the required media that effective and practical to do . Culture is an aspect that is capable of being an alternative media, one of them with the traditional game of "Cublak Cublak Suweng". The game has a meaning of happiness should have be obtained through a clean conscience and gratefully. Thus it can be applied in group guidance services that enable each member of the group to interact in the game, resulting in the transfer of knowledge from one another by giving meaning to each of the steps in the game. Therefore, through the game "Cublak Cublak Suweng" can inculcate moral values in the form of gratitude that is expected to minimize the greed owned by teenagers.

Keywords: gratitude – group guidance – traditional game

Teenager is constitute a period in life human limitations age nor role often no too clear. Adolescence often considered as time transition, where moments when child no want again be treated as children, but from growth physical childern not yet could said adult. According to Anna Freud (in Joseph. S, 2004). Adolescence too be known with time storm and stress where happen upheaval emotions that accompanied growth rapid physical and growth psychicvaried. Adolescence constitute time for search identity or identity self. Individual want get recognition about what can he produce for others. Adolescence including a crucial period because at this age children experience a lot of changes in psychic and physical. In addition, adolescents are individuals who are in the process of evolving. To reach maturity, the teens need guidance, because they still have little understanding of themselves, their environment and in determining the direction of his life.

The times in this era of globalization has changed the values of human life and moral values especially teenagers, it is a result of a cultural shift that makes teens increasingly want to follow the changes in the new culture. One result of these developments is the emergence of a negative, namely the formation of greed in adolescents such as consumer

behavior and hedonism. According to the hedonic style Kartono in Yanti (2016), said which means a lifestyle *of hedonism* or worldview that considers that the pleasures and the material is the main purpose of life, and this lifestyle experienced by teenagers. Thus, the lifestyle of hedonism owned teenagers today to cause greed which means want to have anything to excess without being satisfied, in addition to the nature of the greedy desire is that thinking about happiness in the form of material and non-material as much as possible not concerned with ways in which to get it , This becomes a problem for teenager in time transition which makes teens capable of doing everything possible to obtain a material and non-material happiness. Characteristics of greed teenagers like, many teens are anti-social, narcissistic personality disorder and lack of gratitude possessed teenager.

To overcome this, teen should be grateful on what they have in this life. As far as this character greedy on. Adolescence could influence welfare psychological. For identified process psych ological to be used for againt case this is gratitude (McCullough and Polak, 2006). This matter because that grateful constitute emotion positive. Gratitude has the power to change social cognition, motivation, and social relations with the right, one of which is a way that may be used to reduce greed. Grateful able to make a person better, it can refrain from exaggeration in obtaining

something. Gratitude high is expected to minimize the greedy nature of adolescence as Froh in Lopez study (2009) showed that individuals who are grateful tend to exhibit positive health and behavior than individuals that are less grateful.

In instill gratitude in adolescents, can be a variety of ways one using guidance and counseling services, one of which is a group guidance. However, guidance services group which has been granted only based delivery of information only, so that the services rendered less effective for adolescents. characteristics of young people prefer learning that is active and involve youth. According to Piaget in Alfiani characteristics of young people, actively using reactions that are "trial and error" to study the objects around it. The guesswork was doing began to change his movements to achieve a clearer objectives (Alfiani, 2015). So, teenager need for services that are active and involve youth, so that teenagers would be interested in such a service.

Hence, to instill gratitude required effective techniques, active and involve youth in doing so. In connection with the guidance of the group, with a culture that is one aspect that has alternative techniques. Theres a connection between group guidance service with the culture and the benefits of their own culture to be seen from an understanding of the culture itself. according to Harris in Birukou (2009) said "A culture is the total socially acquired life-way or life-style of a group of people. It consists of the patterned, repetitive ways of thinking, feeling, and acting that are characteristic of the members of a particular society or segment of a society ". Thus there is a connection between groups guidance services with cultural . Implementation culture one can through traditional games. In the traditional game contains the values of education are not directly visible, but sheltered in a symbol and values (Nugrahastuti, 2015). Many traditional games that have meaning and value of gratitude, one of which is "Cublak Cublak Suweng".

The game "Cublak Cublak Suweng actually has much meaning in the game. *Cublak-Cublak Suweng* has a value of cooperation, the value of harmony, the value of creativity, and so on, in which these values can be entered in three categories: value affective, values of cognitive and value psychomotor (Herath, 2014). Traditional games can be applied in group guidance services that enable each member of the group to interact in the game, resulting in the transfer of knowledge from one another by giving meaning to each of the steps in the game. Therefore, through the

game "Cublak Cublak Suweng" can instill moral values in the form of gratitude that is expected to minimize the greed owned by teenagers.

STUDY
Group Guidance

Group guidance services is the provision of information or assistance is intended to achieve certain objectives held by the group and given shape by the supervising teacher. This strengthened by rusmana who said that the group guidance can be defined; as a process of assistance to individuals through group atmosphere, this allows each member to learn to participate actively and share experience in the development of knowledge, attitudes or skills required (Rusmana , 2009). Thus, guidance group is a service that is preventing but also develop the potential within the individual by way of receiving information that is useful in supporting their daily lives.

In the provision of guidance services have a wide range of interest groups. Where each destination in the group guidance services support the ability and potential within the individual. according Romlah is the purpose of group guidance to help individuals find themselves, self-directed and able to adapt to their environment (Romlah, 2009). While Prayitno explaining the purpose of guidance more spesific.

According to Prayitno The purpose of the guidance of the group include: a) Being able to speak in front of people; b) Ability to express opinions, ideas, suggestions, comments, feelings and forth to the crowd; c) Learn to respect the opinions of others; d) Responsible for the opinion put forward; e) Being able to control yourself and keep your emotions (negative shocks mental); f) Can tolerate; g) Become familiar with each other; h) Discussing issues or topics of general perceived or common interest. (Prayitno, 2009)

Thus, group guidance services has a goal that increase the potential within each individual but in the group conditions. With group guidance services, individuals will learn to be an independent person and competent. Wicaksono said that the purpose of group guidance is to make counselee become be autonomous in the arrangement of his life, his self-confidence and in terms of decision-making (Wicaksono, 2013). Thus, through group guidance services, individuals will be trained in various skills which are useful for later life.

according Prayitno (2009) there are four Phase of group guidance, namely:

Phase (I) formation, at this stage an introduction phase, phase or stage for involving themselves insert themselves into the lives of a group.

Phase (II) an intermediate stage, at this stage after the atmosphere formed the group members

and the group dynamics have started to grow, the group's activities should be carried further by the leader of the group headed to actual group Activities.

Phase (III) of group activities, this stage is the core activities of the group, the aspects into the content and the accompanying need to get the attention of the leader of the group.

Phase (IV) termination phase. At this stage it would put an end to the activities at the time were considered appropriate

In group guidance services have a wide range of technique services. The provision of this service techniques are used based on the situation and needs of each individual member. There are several techniques that can be applied in the service of group guidance services. according Romlah, techniques commonly used in the guidance of the group is the provision of information *(ekspository techniques),* group discussion, problem solving (problem-solving techniques), *game hubungan (role playing)* consisting of sociodrama and psychodrama, simulation games, field trips and the creation of an atmosphere kinship. (Romlah, 2009). Thus, various techniques can be used in the provision of guidance services based on the needs of each individual. For example if you want to create an atmosphere of active guidance services, then in the group guidance services using techniques that are active such as role playing, psychodrama, *roleplaying* and others.

One technique in group guidance services such as simulation games have many benefits in its implementation. According to Justine Howard (2011) said the benefit of the game that says *"Game Techniques in improving the understanding, planning and practicing self-confidence".* So, the game in group guidance services, youth will increase our understanding of planning and train confidence. Thus, the game will train a lot of understanding of the values that will be delivered.

The traditional game "Cublak-Cublak Suweng"

Culture is something that belongs to the whole country. With culture, signaling a hallmark of characteristic every region and even a country. Culture so is important because the culture itself has a very important role in a country. Birukou said "Culture means the whole complex of traditional behavior of the which has been developed by the human race and is successively learned by each generation" (Birukou, 2009). Culture itself has a very important role. According to Bascom there are

some roles that culture, as a projection system, as an educational tool and as kontorl that the norms of the community will always be respected member of the collective (Manuaba, 1999). So, culture has an important role in the development of the country both in terms of education and of the norms.

Form of culture that was in Indonesia there are various, one of them was a traditional game. The traditional game has a very important role in the development of learners. In the traditional game contains the values of education are not directly visible, but sheltered in a symbol and values (Nugrahastuti, 2015). thus the traditional game has a value-value that can be taught to children and has its own characteristics. Besides from the traditional game that play by children have a wide range of benefits. Many of the benefits derived from the traditional game. According to Ki Hadi Sukatno benefits of playing traditional games children will learn to imitate the act, to test the strength and skill, trained sensory, language training, to train children in the art of the art sound and rhythm (Agni, 2015). in that case, from the traditional game not only train one's ability, but a wide range of abilities will be obtained and will be embedded in the child.

In Indonesia has a wide variety of traditional games that are still played. one of these games is Cublak-Cublak Suweng. *Cublak-Cublak Suweng* comes from word *Cublak Cublak* which means a perfume; *dicublak* meaning a knock or dredged. *Suweng* means pendants (Herath, 2014). Cublak-cublak suweng is traditional game from Java. by Herath Cublak-Cublak Suweng a traditional game *Cublak-Cublak Suweng* have the same values of cooperation, harmony values, the value of creativity, and so forth (Herath, 2014). History of Cublak-Cublak Suweng itself there is a saying that Cublak-Cublak Suweng created by one of the members, or the Sunan of propagator of Islam in the archipelago also called wali Songo is Sunan Giri. According Wibhyanto that song dolanan children in Java, the work of Sunan Giri (1442M) contains poems 'sanepo' (symbol) that is full of meaning, of the values of the primacy of human life (Wibhyanto, 2013). but in another article describes one of the characters in yogyakrata Ki Hadi Sukatno, but did not mention that Ki Hadi Sukatno the creator Cublak-Cublak Suweng. Sukatno more clear that these kinds of games are sung among others, such Cublak-Cublak Suweng.

In this game has several stages, this game played by at least 3 people were sitting in a circle. One of the cast members are curled up in the middle of the circle, and the circle of players who play the game on back's players who curled up. When in the game each member sings a song the playing song which has special meaning

Lyric like this:

Cublak-Cublak Suweng
(The jewelry)
Suwenge ting gelenter
(Watch scattered)
Mambu ketundung Gudel
(Smell buffalo)
Pak Empo lera lere
(Mr. toothless saw to right to left)
Sopo ngguyu ndhelikake
(Who hide will laughs)
Sir sir pong dele kosong
 (Sir sir pong empty soy)
Sir sir pong dele kosong
 (Sir sir pong empty soy). (Yuliani, 2014)

In the lyrics and the activity in the game has a lot of meaning. many people are interpreting this game from a variety of viewpoints. It has been suggested that the game is able to exercise creativity, some said that the game is to train students to stay focused and attentive, and so forth. while according to the viewpoint of Wibhyanto said that Cublak Cublak suwen means "To find real happiness treasure humans do not obey one's own desires or greedy, but everything back into the conscience, so that it could spill treasure happiness overflows into a blessing for anyone" (Wibhyanto, 2013), and   is therefore based on the lyrics of the song can reflect on gratitude. This is reinforced by the movement in the game. No one noticed when palyer Curled up in teh middle of circle of the members. Curled up is a movement on gratitude. Thus, the game has a meaning of gratitude itself.

Implementation Cublak Cublak Suweng in group guidance services

traditional game Cublak cublak Suweng has a very deep meaning about gratitude. This is especially useful for adolescents in living in an era that is growing increasingly rapidly. This gratitude is necessary so that teenagers will receive and respectful what has he gained during this time and will reduce greedy behavior.

The implementation of Cublak-cublak Suweng, this game can be implemented in group guidance services. Tutoring services group that is the traditional game of choice in implementing Cublak-Cublak Suweng because in group guidance services can improve the potential in adolescents. Besides According to Babatunde, "Group guidance is organized to Prevent problems and the purpose of group guidance in school setting is to provide educational and vocational information the which is not systematically taught in academic courses." (Babatunde, 201 3). Therefore. Group guidance is a service that is preventing. In addition, the guidance of the group is also a service that helps teenagers in solving the problem in the daily life. This statement Wicaksono clarified by saying Guidance Group is a group activity that is carried out by a group in order to discuss a few things, to support their daily living as well as for consideration in decision-making as a form to prevent the problem and develop the potential (Wicaksono, 2013). This is similar to saying Widitya who said group guidance services intended to enable students jointly acquire a variety of materials from a useful resource for everyday life both as individuals and as students, family members, and community (Widitya, 2014). Similarly game Cublak-Cublak Suweng can be implemented in group guidance services.

In addition Implementation of the game can be done in group guidance services because there is a group guidance techniques that have relevance to the conduct of the game. techniques services that can be applied in group guidance services there are various, among other things like *games hubunganan (*roleplaying*)* consisting of sociodrama and psychodrama, simulation games, field trips and the creation of a family atmosphere (Nartoyo, 2013). In the service of group guidance to do techniques simulation game, in which the provision of material and information provided by using a traditional game involving members of the group. According Romlah (2006), the simulation game is a game that is meant to reflect situations which are in real life with some modifications. thus there is a link between the group guidance Cublak - Cublak Suweng. Thus the services using game techniques is effective for adolescents, in which adolescents are more like services involving the teens themselves and teenagers prefer services that are active in the process of its services.

Implementation Cublak-Cublak Suweng in group guidance services through several phase of the formation, the intermediate stage, the group's activities, termination phase (Prayitno, 2009). In the group there are leaders who lead the group guidance process. In the early phase, namely the establishment phase, members of the group introduce themselves each and outlines the objectives and expectations of each of their respective members. Once they are familiar with each other, the next phase is the intermediate phase. In this phase is a bridge between phase one to phase three. In this stage the group group leader made the atmosphere more conducive and dynamic. As is done in this phase such offer or observe whether the member is ready to run the activities, discuss the atmosphere occur, improve the participation of members and others.

In the next phase of the group's activities, traditional games Cublak-Cublak Suweng can be implemented. When the condition is already a dynamic group, each member of the group guidance play the game Cublak-Cublak Suweng. The first step in all the sitting members sit circle, then selected one member to curl up in the middle. Then start the game was moved stone or seeds from one hand to the other on the backs of players huddled. This activity is done singing Cublak-Cublak Suweng. after the song is nearing end, the stone stopped at one of the members. After it, the members of clasped hands, one of which holds the stones or seeds. Not only the person who brought the stone clasped hands, but also all the members clasped of both hands. Afterwards the members who curled up and guess who is holding the stone. If the correct guess he replaced that had curled up, if the guesses is wrong still remained curled for the next round.

After several rounds of the game, the next entry in the termination stage. At this stage, the leader of the group members to say that the service will soon be over. In this stage members and leaders to discuss the meanings of the songs sung during the game progresses and explain movements in the game. Thus the guidance of members in the group will be to understand and interpret what he has played before. After understand and interpret the content of the game, group guidance services may be terminated.

Although the service was just teenagers who are involved in the service, but the teacher guidance and counseling also have an important role in this service. Teacher guidance and counseling role is to steer teens and conveys the intent and straighten the meaning of the game if the teen is still difficult and misunderstand the meaning of the game, in addition to the teacher guidance and counseling should prepare a variety of things such as a conducive and prepare the youth in the state good when it will receive group guidance services. Thus, through the role of guidance and counseling teachers, the benefits of this game will be received by teenagers correctly. The benefits of this game is a teenager would understand, learn and understand the meaning of thanks and gratitude to implement embedded in him in life.

CONCLUSION

The times have changed paradigms and values of human life, especially teenagers, including in terms of behavior. One negative behavior among teenagers today are greedy. Greedy is a trait want to have anything to excess without being satisfied, in addition to

the greedy nature of desire is that thinking about happiness in the form of material and non-material as much as possible no matter the way to get it done. Thus, the need to instill gratitude in adolescent self. This can be done in various ways one of them using a traditional game that is used as a medium in guiding and instill a sense of gratitude in adolescent self. Cublak-Cublak Suweng have deep meaning associated with gratitude. Meaning of gratitude is in Cublak-Cublak Suweng seen in the song and movement in his game. The game is done in groups. Cublak game-Cublak Suweng can be implemented in group guidance services. With these services group guidance is the provision of information or assistance is intended to achieve certain objectives held by the group and given shape by the supervising teacher. Through the guidance services that implement Cublak-Cublak Suweng, will instill a sense of gratitude in adolescent self. So teens will understand the meaning of gratitude through the game.

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A GROUP SOLUTION-FOCUSED GUIDED IMAGERY COUNSELING TO OVERCOME ELEMENTARY SCHOOL STUDENTS' PROBLEM

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ABSTRAK

Upper grade elementary school students, especially the sixth graders, are in puberty period—the beginning period of early adolescence. At this time, the reproductive organs have started to mature. Therefore, it affects all aspects of student development relating to the development of personal, social, learning, and career planning. In the implementation of developmental tasks, upper grade elementary school students face a variety of complicated problems relating to personal, social relationships, learning, and career planning. Their problems are physical development problems, health problems, personal development problems, social adjustment problems, academic problems, and career planning problems. In order that elementary school students can carry out developmental tasks optimally, they need to be helped to overcome the problems encountered by counseling models. Among them is a group solution-focused guided imagery counseling. The counseling model is potential to be effective and efficient in helping school setting counselees overcome their recurrent problems. Because of that, the group solution-focused guided imagery counseling is expected to be effective and efficient in helping elementary school students construct solutions for their problems. A group solution-focused guided imagery counseling is a process of constructing solutions to problems faced by students step by step imaginatively guided by counselor direction. This paper focuses on the description of the techniques and procedures of group solution-focused guided imagery counseling to help elementary school students construct solutions for their problems in order to achieve optimal development.

Keywords: group counseling, solution-focused guided imagery, elementary school

Elementary school students are at the end of childhood. However, in general, students at the end of elementary school (the sixth graders), are at puberty, in the beginning of early adolescence. This can be understood from the periodization of human development according to Hurlock (Ramli, 2005) which stated that children aged 10/12 years to 13/14 years are at puberty/preteens. At this time, the reproductive organs have started to mature so they affect all aspects of child development, whether related to the development of personal, social, learning, and career planning.

In its development, upper grade Elementary Students must learn to perform the developmental tasks of of puberty that is no longer at late childhood. Social environment considers them still children, but in terms of their development, they have already been puberty. Therefore, there are often conflicts between themselves and the social environment, especially parents and teachers. The conflict is exacerbated by exposure to printed media, electronic, or internet that is less favorable to their development in a positive direction. Therefore, a final grade elementary school students potentially face a variety of problems, whether personal, social relationships, learning, and career planning. The problems that plagued them based on research are as a matter of physical development and health, personal development issues, and social adjustment problems (Kartadinata, 1999); Personal problems, social adjustment problems, and academic problems (Furqan, 2005).

In order that elementary school students can carry out developmental tasks optimally, they need to be helped to overcome the problems encountered. For that, a lot of guidance and counseling models can be used. A model of guidance and counseling services that is effective and efficient for improving the quality of students' personalities is solutions-focused counseling (Franklin & Hopson, 2008; Charlesworth & Jackson, 2004; Gingerich & Eisengart, 2000; Littrell, Malia, & Vanderwood, 1995; Capuzzi & Gross, 2009). To improve the effectiveness and efficiency of solutions-focused counseling in counseling services with a flexible group size so that it can answer the real needs of counseling services requires the visits counselor in primary school were able to help many students at one time because of the limited number of roving counselors, while students who need to be helped very much. Therefore, solution-focused counseling that is already effective and efficient need to be developed as a group counseling that can help students in flexible groups according to the needs of small groups, classroom groups, and large groups.

For that, the solution-focused counseling need to be combined with the technique of guided imagery that provide stimulation to a group of

students to perform activities imaginatively step by step under the direction of counselor as a group leader to address the problems faced by students (Learner & Klessmann, 1983 ; Roseman, 2000; Hall et al, 2006). Thus, the solution-focused counseling alloy with guided imagery techniques into counseling model of group solutions-focused guided imagery. The counseling model is potentially effective and efficient in helping adult counselees overcome their recurrent problems (Sklare, Sabella, and Petrosko, 2003; Sklare, 2014). The solution-focused counseling is effective and efficient to help elementary school students to solve their problems (LaFountain & Garner, 1996; Geil, 1998. Besides, a guided imagery is an effective technique for helping elementary school students overcome their problems (Omizo, Omizo, and Kitaoka, 1998). Given the group solution-focused guided imagery counseling model is potential effectively and efficiently for helping counselee solve their problems, then the counseling model is expected to be effective and efficient in helping elementary school students overcome their problems. Therefore, the counseling model needs to be explored, especially, the techniques and procedures of the counseling model for helping primary school students solve their problems.

Techniques of Group Solution-Focused Guided Imagery Counseling

The following counseling techniques derived from solutions-focused brief counseling used in the implementation of the group solution-focused guided imagery counseling. Some of the techniques generally used are as follows (Prochaska & Norcross, 2007; Gladding, 2009; Corey, 2012; Sklare, 2014).

First, Exception-finding questions: questions about the moments when the counselees are free from their problems. The discovery of exceptions helps counselees clarify the change conditions, has the strength and ability to solve problems, provides tangible evidence of completion and helps the counselees to find the forgotten strengths used to achieve the expected goals. For example, "When were you able to manage this problem calmly?" "When did you do differently from that now?" " Let me point out times when you are free from your problems!"

Second, Miracle questions: questions leading counselees to imagine what would happen if a problem is experienced miraculously resolved. This technique helps clarify goals and highlights problem exceptions by stimulating the counselees to imagine a solution and eliminate obstacles in solving

problems and building expectations for the expected changes. For example, counselees were asked, "Imagine that one night, while you were asleep, there was a miracle and all your problems that you put forward today resolved. How do you know that the problem was solved? What were you doing at that time which shows that the problem was resolved completely?"

Third, Scaling questions: questions that ask counselees make the abstract become concrete, vague become clear by quantifying strengths, issues, circumstances, or counselees' changes. Generally, scaling questions are used to help counselees see their progresses. For example, " On a scale ranging from 1 to 10, where 1 means you have no control at all to your problems and 10 means you have full control over your problems, then on what number will you put yourself on that scale ? and "What will you do when you go up one number on the scale?"

Fourth, Compliments: Written or oral messages designed to provide reinforcement, rewards, and praise for the strengths, progresses, and positive characteristics for the achievement of the counselees' objectives. This technique is often used before counselees given the task at the end of counseling sessions. For example, the counselor statement, " I am very impressed with the zeal to achieve your goals so that you can explain in detail about the objectives, the means that you will implement to achieve these objectives, and the ways that will be used in dealing with barriers to achieve the goals."

Fifth, Presession change questions are the questions that are aimed at finding an exception or explore solutions that have been attempted by counselee before the counseling session. The goal is to create hope for change, emphasize the active role and responsibility of counselees and show that change can occur outside the counseling room. For example, the counselor asked, " Since the last meeting, did you notice any change in you? " or "Since the last meeting did you find a new way of seeing the problems that you experience? " or "Since our conversations on the phone last week, what changes have you experienced so far ?"

Sixth, The formula first session task: The format of homework given to counselees by the counselor to be done between the first and the second meeting. For example, the counselor said , "Between now and the next meeting, I hope you can observe what happens to your problems that you want to continue to maintain so that you can explain it to me at the next meeting." At the beginning of the second counseling meeting, counselor asks counselees what has been observed so far and ask them what they want to continue to be maintained with regard to their problems.

Seventh, Giving feedbacks is a technique used by counselors to convey messages to the counselees in order to be motivated to achieve the desired objectives. Feedbacks consist of three elements, namely compliments, bridging statements, and the tasks assigned to the counselees. Compliments contain counselees' progress made to achieve the goals effectively. Bridging statement contains a sentence that connects the destination to a given task. Tasks contain what counselees need to be done to achieve the desired objectives consisting of observations or actions taken to achieve the goal. For example, "I am very impressed with your attention to your problems. You can explain the expected goals in detail. Similarly, you can express clearly the ways to overcome your problems. More than that, you have a high motivation to carry out the ways to overcome your problems. In order to overcome your problems so that you can move to number 5 in the scale, then I hope that you carry out the ways to overcome your problems that you pointed out earlier."

Procedures of Group Solution-Focused Guided Imagery Counseling

A procedure of group solution-focused guided imagery counseling is a process of solution construction by counselee imaginatively progressive to their problems through counselor's direction to raise awareness of their sources of solutions, the realization that the changes taking place on an ongoing basis, the realization that every problem has exception (times when the lack of problems / the least severity of the problem, and creative construction of solutions to the problems experienced by counselees.

Implementation of the group solution-focused guided imagery counseling consists of thirteen steps beginning with an introduction and information of goals of counseling followed by step by step from step one to step thirteen. The media used are counseling worksheets consisting of fourteen pages. Each sheet contains activity directives at the top of the page and followed by space in the bottom as counselees write imaginative responses to the directives given by counselor for every step.

The procedures of group solution-focused guided imagery counseling are as follows (Sklare, 2003).

Opening

At the opening, the counselor informs goals and counseling implementation steps as follows. In this activity we are going through a process to help you deal with problems that often arise that you want to overcome. It may be something you want to do but do not do now or something you want to stop. You will get an order to direct you step by step through the process.

Each page of counseling worksheets that you receive contains directives for each step in this activity along with an empty section to write responses. In most of these steps, I will ask you to close your eyes and imagine the situation that I described to you. Then I'll give you some time to write down your responses. Please look up when you are finished writing a response on the move so that I know when I am going to read the direction of the next step.

Before you begin, please note that if I asked you to bring up things or specific measures that you will do, then let you respond with behavior that can be observed and detailed. For example, instead of saying, "I will be friendly." Then pointed out specific behaviors that you will do to show that you are friendly, like, "I would smile, say hello, and shake hands." Indicate what will you do as if you observe yourself in the film. Remember, look up when you have finished writing your response to a step.

Step 1

Just close your eyes and describe the problems that often arise that you want to overcome or want to overcome personal challenges more effectively. As mentioned earlier, this could involve something you want to do, or something you want to stop. On a scale of 1 to 10, where 1 means very severe problem and has not been resolved, while 10 means the issue is resolved completely. At what number you now?

In the space, show what number you are on now. My numbers are (circle one number):

Theproblem is so severe	The problem is resolved
1 2 3 4 5	6 7 8 9 10

Step 2

Just close your eyes. If your problem involves something you want to do, describe the specific behaviors what you want to observe yourself. If your problem involves something you want to stop, describe what you want to do instead. On a problem, visualize what kind of behavior that, as if a video show you want to do. Focus on something that you do, not on something that does not want you to do.

Once you visualize a mental image of what would you do, write a description of what you describe in the space below. Remember, do not describe what you do not want to do, but discribe what you want to do.

Step 3

With eyes closed, imagine that a miracle happened overnight while you sleep, and this miracle resolved your problem. But, as you sleep, you do not know that the miracle occurred. When you wake up, what little things would indicate to you that this miracle happened? What will you see that you are doing something different from before? Think of a specific action to be performed after the miracle happened.

Write a brief description of the mental picture of what would you do differently below.

Step 4

With eyes closed, imagine what else would you see that you're doing, thinking, or saying something different after a miracle occurred. Write a description of what you see that you're doing, thinking, or saying something different after a miracle occurred!

Step 5

With eyes closed, describe who will see different things you do. Imagine how you will respond when they see a change in your behavior. In the space below, write a description of what you imagine the other person's response to you.

Step 6

Just close your eyes and imagine what will you do to give back to the behavioral response of other people you described in the previous step. In the space below, write a description of your response to the other person.

Step 7

With eyes closed, imagine in your mind a time when you experienced this problem but some of this miracle has happened, though slightly. Write down a description of what you imagine!

Step 8

With eyes closed, picture in your mind of how you can make the most of these miracles happened during the time of having problems. This process can be thought or act differently.Write down a description of what you imagine that you think or behave that makes some miracle happens.

Step 9

Just close your eyes and think how happy you are now with your efforts at that time. In the space below, write what you thought about the efforts made to make some magic happen.

Step 10

Now, how is your problem condition if it is associated with the following scale.

On a scale of 1 to 10, where 1 means the problem is very severe and has not been resolved, while 10 means the problem is resolved completely. At what number are you now?

In the space, show what number you are on now. My numbers are (circle one number):

The problem is so severe
1 2 3 4 5 6 7 8 9 10

Step 11

On a scale, you are at that number as you wrote down in step 10. If you are a higher rate than the current rate, then what would you do that was not done at that time? Write on the space below what would you do!

Step 12

Write a short note about yourself that explains what has been discovered and rediscovered about yourself and your situation!

Step 13

On a scale of 1 to 10, where 1 means very severe problem and has not been resolved, while 10 means the problem is resolved completely. At what number, are you now?

In the space, show what number you are on now. My numbers are (circle one number):
The problem is so severe
1 2 3 4 5 6 7 8 9 10

CONCLUSION

The sixth graders of elementary school potentially face a variety of problems, whether personal, social relationships, learning, and career planning. The problems are matters of physical development and health, personal development problems, social adjustment problems, and academic problems. In order the elementary school students can carry out developmental tasks optimally, they need to be helped to overcome the problems encountered by counseling models. Among them is a model of group solution-focused guided imagery counseling. The counseling model is potentially effective and efficient in helping adult counselees overcome their recurrent problem. The counseling model consists of a solution-focused brief counseling and a guided imagery technique. Both are effectively and efficiently used to help elementary school students overcome their problems. Therefore, the counseling model of group solution-focused guided imagery is expected to be effective and efficient in helping elementary school students overcome their problems. For that, it needs to be explored the techniques and procedures of group solution-focused guided

imagery counseling for helping primary school students overcome their problems.

Techniques of group solution-focused guided imagery counseling consist of exception-finding questions, miracle questions, scaling questions, presession change questions, a formula first session task, giving feedback, and compliments. In practice, the counseling model of group solution-focused guided imagery consist of steps: asking a scaling questioning, goal setting, asking a miracle question, asking what else questions, asking reciprocal relationship questions, asking reverse reciprocal relationship questions, asking instances of success, detailing instances of success, strengthening the success, asking a scaling question, moving up the scale intervention, giving feedback, and asking a scaling question.

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PEACE EDUCATION, THE WAY OF RELIGION AND SPIRIT " THE UNLIMITED OCEAN OF LOVE"

M Thoriqul Chaer
S.…
Email: …

ABSTRACT

Indonesia is pluralist nation, where cultural plurality and diversity are hinted at the existence of differences. The understanding and management of diversity and multicultural will generate a positive force for the development of the nation. On the contrary, when it is not understood and managed correctly, diversity and multicultural tend to be destructive factor and disaster. Conflict and social violence that often occur among communities are part of diversity and multicultural which are not managed properly. Religious conflicts as happened in Maumere (1995), Surabaya, Situbondo and Tasikmalaya Rengasdengklok (1996), (1997), Solo, Jakarta and Kupang (1998), Poso, Ambon (1999-2002), did not only claim that the casualties are not simple, but also destroyed hundreds of places of worship (churches or Mosques). Similarly, notes smelling of ethnic violence, such as certain ethnic violence in West Kalimantan (1933), Central Kalimantan (2000). Therefore, it is to conduct as early prevention efforts, so that such events do not reoccur in the future. For thus reason, the religious understanding of inclusive needed. Borrowing the wishfull thinking of Malinowski; the existence of a conviction despite the religious truth are considered nil, but the religion still has a positive role which is able to help the frustration and must the social union

Keywords: plurality-the way of religion-social-religious problems

Indonesia society is a plural society, it can be seen from its diversity of peoples, languages, religions, customs and cultures. Suparlan, 2001:2, see also Geertz, 1982:105; Shihab, 1998:40; Nasikun, 1984:10) said that the General compound (plural society) is the community being formed due to the ethnic communities-communities that exist have been directly or indirectly forced to unite under a national system.

John Sydenham Furnivall include people who first mentioned Indonesia enter into the category of community compound (plural society). The community thinks is a pluralist society in which value system embraced a variety of social unity into its parts make them have less loyalty to society as a whole, lacking its homogeneity of culture or even lacking the basics to mutually understand each other (Nasikun, 2006:39).

A plural society, the potential for conflict is very possible happening. Spectrum of conflict can be sourced from various things, such as: the existence of a conflict between religions, conflicts between ethnic conflict between cultures, tribal conflicts or conflicts of interests between people from different provinces or regions. David a. Nadler (1970) as set forth by Anoraga (1995:54) and Thoha (2007:33) stated that human behavior is as a function of the integration between the person or individual with the environment. Various characters shown by individuals in accordance with jabatanya of course will vary. And his behavior is

determined by each environment are indeed different.

The interaction of individuals in a plural society, allowing the existence of a claim of truth (truth claim) and the character of missioner religion triggers a clash of religious life and the incidence of wrong understanding between faiths. This is because every religion declared his teachings as the totality of the system meaning that applies to all life, both individual and social (Hidayat, 1993:11; 21 February 1987 tempo; Pahrudin dkk., 2009:148).

Understanding religion in Indonesia society is generally understood as a system of beliefs, behaviors, values, experience, oriented to the spiritual problem/rituals used interchangeably in a community and are passed on between generations in the tradition. The assertion that want conveyed here is that the consequences of religious understanding that rigid, non-scientific will bring up negative stigmatization against the important role of religion in relation of humanity. The religion holds that stigmatization is identical to dogmatism, rigidity, excessive self-blaming and gender bias.

Malinowski as quoted Steenbrink (1988:23), argued that religion is as "-wishfull thinking"; Despite the conviction of religious truth are considered nil, but still capable of helping has a positive sense of frustrated and still potentially in realizing the social Union (religion as a societal glue). (See, 1998:187; Nottingham, 1997:31; Hidayat 2001:58; Shihab, 2000:58; Riyadi, 2006:59; Suseno, 2001:66).

In sociological, religious influences can be seen from two sides, namely that it has a positive influence or the influence unifying (integrative

factor) and the influence that is negative or the influence that is destructive and divisive (disintegration factor). The social role of religion as an integrative factor for society mean the role of religion in creating a shared bond, both among members of some communities and social obligation that helped unite them. This is because the values underlying social liability systems supported by religious groups so that religion guarantees the existence of a consensus in the community.

The function of the disintegration religion although it has a role as a unifying force, binding, and maintain the existence of a society, at the same time religion can also play a role as a force that scatters, divisive even destroy a society's existence. This is a consequence of so strong a religious group adherents binding in itself so often ignore even blame the existence of other religions. This article try to unravel over the problems of social-religious conflict in Indonesia a plural society, containing questions; (1) the plurality of Indonesia society; (2) how the understanding of religion generally; (3) what is the contribution of religion in addressing social problems in the life of society?, answer the problems above are certainly not easy, this is due to a conflict not only occurred on one for sticking to the surface of a conflict that could be exemplary causal interconnected have multidimensional. This article describes how to challenge the role of religion in a plural society and attempts compromise hope; How should religion "is present and there is" be the solution for the problems of the nation currently hold it rushes by the schisms and claims of truth groups.

DISCUSSION
The Plurality of Society Indonesia

There are several factors that cause the condition of the plurality of society Indonesia, namely: first, the geographical area of the State of Indonesia which consists of 3,000 less scattered islands along the equator approximately three thousand miles from East to West, and a thousand miles from the North to the South, a factor that greatly influence on the occurrence of the plurality of ethnic groups, religions in Indonesia. Opinions about how the real number of tribes that exist in Indonesia, there are various diverse opinion among scholars. For example the opinions expressed by Hildred Geertz (1982) for example, she mentions there are approximately 300 tribes who inhabited the regions of Indonesia, each with its own style and language diversity, the different cultural identities.

Second, which led to the existence of a plurality of Indonesia society is the fact that Indonesia is located in Indonesia between the ocean and the Pacific Ocean. These circumstances make Indonesia become the traffic trade, so strongly influenced the creation of the plurality of religious and ethnic plurality in Indonesia society. Geographically Indonesia is an archipelago country. According to the results of the identification of these islands has been done, there is much less 17,508 Islands throughout Indonesia. 7,353 island named island 10,155 and has not been named in the entire Republic Indonesia (Kaligis, 2003:8; Kahar, 2004:1).

Third, different climate and structure are not equal among the various regions of the archipelago, has resulted in a plurality of regional. The difference in rainfall and soil fertility is a condition that creates two kinds of different ecological environments, namely agricultural areas wet (wet rice cultivation) are particularly plentiful on the islands of Java and Bali, as well as the fields (shifting cultivation) are encountered outside of Java (Nasikun, 1984:10). This situation encourages the existence of exodus of people from one place to another with the hope of improvement of life. The plurality of religion or promoting diversity of religions is a fact of axiomatic (can not be refuted), and is a historical inevitability (historical necessary) that is universal.

The plurality of religion should be viewed as a part of human life, which can not be obliterated, but it must be addressed with tact. The plurality of religions, cultures and ethnic communities Indonesia on one side begets a potentially clash, conflict, violence, and the anarchist attitude toward other faiths, but on the other side of religion is unifying the nation rides.

Peace Education

Peace is meant as the absence of war or conflict and violence. Causative factors of the peaceful atmosphere is when an individual has a sense of peace in yourself, have the ability to control emotions and mind not to take actions that harm others and can trigger the onset of conflict and violence. According to Sahlan and Tine (2012:39), peace-loving is the "attitudes, words, and actions that cause others to feel happy and secure over the presence of himself".

Peace is a concept and a positive way of looking either to himself or to others. Peace can be defined in two sides; peace first "negative", i.e. the absence of war or violent conflict. This situation is achieved by the structural approach, namely the prevention of any potential conflict with the controlling parties who could ignite the potential conflict into open conflict and the use of force. Secondly, peace is positive, i.e. a prosperous

existence of freedom and justice, which formed the basis of the creation of a peaceful atmosphere in a community, see, Department of International & Transcultural Studies, *Fundamental Concepts of Peace Education,* Columbia: Columbia Univerity, 2006, p. 1; also Betty A. Reardon, *Comprehensive Peace Education; Education for Global Responsibility,* New York, Columbia University: Teacher College Press, 1988, p. 11-38

While the meaning of peace, as the core of peace, according to Ursula Franklin contends that peace is not merely the absence of war, but also the creation of Justice and a loss of fear in the individual and the community. The fear that question is the insecurity of the economic factors such as fear of no job or a decent place to live.

Franklin (1984), further highlighting the so-called "system that threatens", i.e. a system that was created by a group to control and regulate individuals or other groups by giving them the fear and uncertainty for the sake of achieving a particular goal. In other words, to create peace nor a peaceful life to do the effort to meet the sense of fairness and a sense of security of the individual or community, either a physical threat, safe from economic or other aspects of the threat. In addition, experts and practitioners of conflict resolution (conflict resolution) understanding of peace is not just freedom from war (absence of war) but includes the existence of economic justice, social and culture, as well as free from discrimination based on race, class, gender, and religion.

In Western literature, the term peace education materials into the discussion, which discusses and develops the idea of a peace education and action. There are some definitions expressed about education, peaceful version of UNICEF. UNICEF define peace education as the process of promoting the knowledge, skills, attitudes and values needed to bring about behavior changes that enable children, youth and adults to prevent (to prevent) the conflict and violence; resolve (to resolve) conflicts peacefully; and creating (to create) the conditions conducive to peace, whether at the level between personal, interpersonal, between groups, nationally and internationally, see Susan Fountain. 1999. Peace Education in UNICEF. UNICEF. New York, p. 1.) From this definition it can be concluded that peace education is the process of promoting the knowledge, skills, attitudes and values to prevent, resolve and create peace on every level.

The concept of peace education is a continuation of the commitment UNICEF about the vision of a quality basic education that emphasize there needs to be a process of education that teaches about the knowledge, skills and values regarding living and working together in a sovereign and participated in the construction. This can be seen in the agenda of The Future Global Agenda for Children – Imperatives for the Twenty-First Century in 1999, committed to ensuring that education and learning processes help to form 2 things: (1) human capital for economic growth and respect for the right of every individual to participate embodies the equation in family life, community and economy; and (2) against the culture of violence that is a threat that can destroy family life and community in many countries.

Aghulor and Iwegbu (in Babatunde Adeniyi Adeymi and Mujidat Olabisi Salawudeen (2014:187) added that peace education is a program to impart to the citizens about the relevance of peace, both in the context of the lives of individuals, communities and nationwide. Peace education is empowering community model seeking to resolve the conflict with its own creative way and without violence. The values that are enshrined in the peace education was mutual appreciate, love, fairness, justice, cooperation, and mutual tolerance, see the priest Machalli. Peace Education and the Deradicalization of religion. Journal Of Islamic Education. Volume II, number 1, June 2013. p. 45, Tricia s. Jones, as cited by Ahmad Baedowi, which defines peace education or education conflict resolution as "a spectrum of processes that 9. utilize the communication skills and creative and analytic thinking to prevent, manage, and resolve conflict peacefully" view Ahmad Baedowi, "Peace Education and conflict resolution for school," Media Indonesia, Monday, March 1, 2010).

Based on some of the opinions above it can be concluded the peace education is building self-reliance at the community to independently build a peaceful society and able to cope with any problems that arise. In other words, peace education puts the Community (or in the context of these learners) to become the main actors of the process of peace building and conflict resolution.

The Way of Religion; Between Intrinsic and Extrinsic

Current religious – often-encountered only as something that is utilized for various purposes. Religion is not for religious life guidance, just something to use but not to live. People turn to the Lord, but not turned away from himself. Religion is only used to support other motives; the need for status, a sense of security or self-esteem. Religion was just made of camouflage, he did not become a

spirit of change making a living and a life more meaningful. Allport in Rakhmat (2004:26) stated the way religion is like as a way of extrinsic religious and closely related to mental illness.

Religion from the normative point of view always teaches harmony, of love and harmony among believers, internally or externally. Internally manifest in harmony and tolerance among fellow believers and externally the existence of harmonious relationships among the adherents of other religions-. Malinowski as quoted Steenbrink (1988:23) say that religion is as "wishful thinking-" despite the belief of religious truth are considered nil, but still capable of helping has a positive sense of frustrated and still potentially in realizing social unity. In the language of Durkheim "religion as a societal glue" (see Rasjidi in Al-Djamiah, special number, may, 1968).

Intrinsically religion is a way of turning religion into a religious commitment is comprehensive and integrative driving, which governs the whole of human life. Glock & Stark (1996: 43) says in religious diversity contained several dimensions, one of which is the dimension of religious experience (the experience dimension or religious experience). One is religion used as alloying factors, synchronizer (unifying factor), which can establish the harmonization of the life of religious communities and nation as well as the spirit for the struggle paved the kinship, the unity of the nation.

Thomas Merton, in his book Mysticism in the Nuclear Age, said: "You can not bring peace without good deeds. You can not obtain a social order without the presence of the mystics, saints and prophets ". Opinion Merton showed that religious behavior prosecuted in accordance with the values of religion. It was impossible to present religion without form, without morality, piety act, because religion and act like a unified whole, are interwoven in the religious life of man. Erich Fromm (1972: 59) says that religion means alloy harmony between faith and human behavior that exists intact in all aspects of life that does consciously (free conscious activity).

In other words, religious activity not only occurs when a person commits ritual behavior (worship), but also when doing other activities are driven by supernatural forces. Not only with respect to activity that looks and eye can see, are also activities that do not appear to occur in someone's heart (For more details see Ancok and Suroso, 2008: 76).

Religion and Social-Religious Problems; Between Hopes and Challenges

The discourse of social problems is thrash out conditions that occur and affect human life where most of the problem was not liked by the people and even tried to eliminate, such as poverty, ignorance and backwardness. Social problems is a challenge that must be faced by living human beings, both individually and in groups so there is no inequality in society.

Social problems can occur due to several factors, among others, if the communication between cultures can not be realized in the life of a pluralistic society, while cultural communication is indispensable in creating a peaceful life. In connection with that, intercultural communication is required if: (1) There is a human mobility is increasingly unstoppable, (2), interdependence of nature, (3) Advances in communication and information, (4) There was migration and transmigration high enough, (5) political uncertainty and (6) If there are attempts to establish peace.

In the era of technological advances and communication, the role of religious groups should not be solely focused on the scope of internal people religionists, but able to reach people outside their religion. Society is constantly undergoing a process of globalization, lead to the transformation of communication and information which leads to changes in social values and culture, and others. And, when society has changed in receiving new values are obtained due to the free flow of information. In this condition, the religious community to experience the effect of free flow of information and they use it to deal with other religions, it is then a trigger collisions and frictions.

Seeing this phenomenon Hidayat (2001: 58), believes that the current basic function of religion experienced a deflection, reversal, ie the beginning serves as a human being to achieve goodness, religion has become a social reality and the teaching force people to achieve goodness, religion becomes the social reality and the teaching force people to follow and obey. Religion undergoing a process of objectivity, that religion has become very dry, formal, narrow and tight. Therefore, believers who have an attitude of diversity such becomes very sensitive, if the problem of confidence and belief in their religion undisturbed, if blamed or judged heretical by a person or a group of others, the attitude of this kind is highly prone to cause conflict between religious communities that could spread to all aspects of life.

Abdurrahman Wahid argued that the presence of religion as a "strategic point" by various parties in development, suggesting that the "role" is more superficial, or appear only on the surface. He further said that if that religion has played enough in our national development, why direction, insight and moral development itself strongly felt not

absorb religious values overall. Can not be denied, even religious values eroded powerful in this era of development. Consumptive life pattern that actually rejected any religion, it is growing, being offset by a sufficient ability to increase work productivity as a nation, thus encouraging more widespread and serious corruption (See Wahid, 1994: 3; Abdullah, 2001: 1).

In its development efforts to solve social problems-problems as mentioned above requires a normative and moral footing as well as ethical. Due in turn to the development undertaken must be based on recognition of the independence of even the glorification of a person or group to develop itself in accordance with the beliefs and identity and conscience whisper. Here, then, the religious aspect of religions plays an important role in development (Amin, 1989:8). If the core problem is the construction of social problems-problems to overcome, but the handling is often not about to touch the transcendental dimension of the problem of welfare and justice.

The existence of religion is supposed to be a "strategic point", which can be used by the various parties involved in the construction, such as the involvement of religious leaders in various aspects of development. Returns authenticate the message of religion as a cultural revelation that religion can be implemented in an ever changing world. Therefore, religion is often manipulated to confirm its existence with the past without responding creatively to the modern world.

Indeed, a religion that does not follow the meaning context will lose his existence were accommodating to changes. Is not, the agenda of religions since the beginning revealed is a dialogue with the social problems of mankind? Therefore, discussed religion with social problems is a necessity, because religion does not come from a vacuum. When religion is not delivered through the culture, it will trigger the emergence of ideology "false" against religion, religious attitude of excessive and radical. This happens because people are not taught to understand, but believe in a religion. Religion just became a symbol of existence, he was born not of a true reflection of consciousness, but rather an effort to strengthen the status quo of religion itself.

Awareness of each type of religion is not thought to lay the foundation for the community, the nation, the country and the culture of Islam, Catholicism and Protestant, Hindu, Buddhists and Confucians, but contribute thoughts and actions within the framework of a joint task to develop the society,

nation, state and culture that is based on Pancasila.

There are currently required of each denomination are their contributions on the one hand loyal to the faith believed by each denomination of religion and belief in God Almighty, on the other hand can be accepted by all classes in the framework of a joint task to develop the society, nation, country and culture that is based on Pancasila. Donations will be accepted not because of their contributions that come from the Muslim, Christian, Hindu, Buddhists, Confucians or faction of belief in God Almighty, but the contribution of these thoughts have the truth that the ultimate judgment of any grade (Simatupang, 1988: 51)

CONCLUSION

Based on the study above, it can be summed up as follows: First, in the life of this world, the plurality as a necessity even as the laws were deliberately created by God, by its should be recognized by everyone. With a plurality on the one hand as a treasury of wealth for a nation that could encourage people to compete in attaining goodness, although it is undeniable that the other side can also trigger plurality and create ongoing conflict if not addressed properly. As the consequence of a pluralistic nation like Indonesia, of course, not least social problems that appear on the surface that need to be overcome, here religion with noble teachings and plenary govern every aspect of human life can contribute in addressing social problems in question.

Second, the role of religious faiths, should not only be on the same religion, but to reach people outside their religion. Society is constantly undergoing a process of globalization, lead to the transformation of communication and information which leads to changes in social values and culture, and others. And, when people change and accept new values are obtained due to the free flow of information.

Third, the religious community needs to do more (because they generally have the ability to do so). That means requires the ability to adjust and cope with problems and conducive environment to support the development of social values and culture that responds to various changes. It had to happen, because of the social problems in / society (the context of the religious community is located).

Fourth, religion gives us direction in life, teach freedom, and deploy insight to keep our lives in peace. God is lowering religions, in order that we do not get caught and trapped social tension in relationships between our neighbor. Not also in relation of people of different religions. We did not want it to happen. So, there are some basic grounding that might free us from the trap of the tension. First: the wisdom to not highlight the

absolute truth of our religion as the realization that human beings have a relative and limited nature. By doing so, he could not reach the stage of absoluteness. The absolute truth of religion is required to be recognized in the community co-religionists. That is, the reality of everyday life, they are also hampered by a variety of doctrinal tension because of differences in interpretation, the meaning of the teachings, as well as religious aspirations among people of a very large and very plural. Second: God was revealed religion as a means of glorifying humanity. Glorified humanity (sympathize, give help, appreciate his insights) should be rated higher in social intercourse. Third: to develop the possibility of emergence of religion as an alternate value offer and the offer was not forced. Religion did not appear to rule or dominate, but to contribute in regulating life. Religion becomes the conditioning element in the association of socioeconomic and political. Through and in religion, we are looking for peace.

Efforts to realize a peaceful life is not an easy job, in addition to requiring human costs and expensive and requires a phasing process that took place in the span length. However, this does not mean the effort is not feasible, especially by those who are able to understand and follow the teachings of God and the laws that are loaded with the value of compassion, reciprocity, and togetherness in all aspects of life.

Consequently plurality in whatever form it takes, is the laws that must be respected. People may not agree with an ideology or unwilling to follow the cultures are different, but as long as this does not interfere with his identity, he must honor it, that is, everyone has the right to express themselves and are obliged to respect the expression of the rights of others in the order of a group that is fair and egalitarian. Therefore, diversity should be recognized as an opportunity to build a fair cooperation and mutual benefit for the realization of social interaction and dynamic nature. Teaching about the laws and reciprocity in this life is a form of Islamic education which is now known as peace education.

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IMPLEMENTATION OF ONE-ROOF SCHOOL IN MOUNTAIN REMOTE AREA
(A CASE STUDY AT ONE-ROOF PUBLIC MIDDLE SCHOOL WLINGI BLITAR)

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ABSTRACT

Education equity program becomes the priority of Indonesian Government, especially in remote, scattered, and isolated areas. The Government's action in addressing issues of education equity in Indonesia is by the introduction of 9-years-learning-compulsory movement. In general, one alternative of 9-years primary education held in the remote, scattered, and isolated area, as well as away from middle school access is a cohesive primary education model that is implementation of One-Roof Middle School program. This study aims to describe the implementation of One-Roof Public Middle School Wlingi as an alternative of the 9-years education equity in a remote area located in Balerejo village, Wlingi, Blitar. The study employs descriptive qualitative as the research approach and type. Key informants as data source include principal, teachers, students, and society. Data collection procedures used in the study are observation, documentation, and in-depth interview by using unstructured interview guidelines. The collected data is then verified and analyzed through theoretical interpretation in order to understand the tendency of problems that arise. The study result that the implementation of One-Roof Public Middle School Wlingi has run in accordance with the objective since builded. Factors that demotivate the implementation of One-Roof Public Middle School Wlingi in Balerejo village, Wlingi are the economy, the insufficient facility and infrastructure, the lack number of staff sand teachers in quality that most teachers do not teach in accordance with their appropriate fields of study, the low motivation of the society in sending children to school, and the geographical condition. At last, the study offers a solution in order to improve the quality of education by increasing high attention, coordination, and commitment of the entire stakeholder as a moral obligation to educate the nation's children.

Keywords: one-roof school, education quality improvement.

1945 Constitution article 31 establishes education for Indonesians that all Indonesians are entitled to acquire education and have to take primary education. In a detail, in the Constitution No. 20 of 2003 about National Education System article 17, the primary education is in the form of Elementary and Middle Schools. Elementary school program is 6 years and Middle school program is 3 years. Therefore, the primary education program needs 9 years which then known as 9-years-learning compulsory of primary education program.

Indonesian Government Regulation No. 47 of 2008 on nine-years compulsory education article 2 explains that it functions to seek extension of opportunity equity in obtaining quality education for every Indonesians and aims to provide minimum education for them to develop their potentials in order to be able to live independently in society or to continue their education to a higher level. Implementation of nine-years-learning compulsory program will be able to overcome problems of equitable service distribution and education quality improvement which have not been completely well-implemented. That is because of the gap between the quality of education in rural and urban areas in Indonesia, especially in remote areas.

One alternative of primary education created by Government in order to succeed the nine-years-learning compulsory program in remote and away from middle school access areas is generally an integrated primary education model of Elementary-Middle School which is the implementation of one-roof school. The integration could refer to physical and or managerial. Physical cohesiveness is the location of Middle and Elementary School which is joined or juxtaposed(DediKoeswara, 2012:2).

General objectives of One-Roof Elementary-Middle School developmentare to accelerate the nine-years-learning compulsory of primary education and improve the quality of primary education. Whereas, particular objectives of One-Roof Elementary-Middle School are: 1) to enlarge

primary education service or improve Middle School capacity in remote, scattered, and isolated areas in order to support accomplishment of nine-years-learning compulsory; 2) to juxtapose Middle and Elementary School, as well as provide opportunity and chance for children to continue their education; and 3) to improve participation of society (Implementation Guide of One-Roof Elementary-Middle School Development, 2008:1).

The establishment of one-roof school aims to place alongside Middle School education institution to the most accessible place for public with expectation of primary education fulfillment for surrounding society. Economic level of the society where One-Roof Middle School is implemented is categorized at low level. Therefore, it is less possible for parents to send their children to nearby Middle School because the distance is far from home and the fees are expensive.

The implementation of one-roof school program as a form of equity policy application of nine-years primary education cannot be separated from variables – supporting variables of the program are regulation, bureaucratic structure, implementers attitude, stakeholders, leadership, communication, resources, economy, social, management strategy, monitoring and evaluation (Edward, 1980; Dunn, 1981; Winarno, 2002; Brienkerhoof& Crosby, 2002; Hasan, 2013).

In this study, the supporting variables covered are bureaucratic structure, resources, and communication; therefore relation between the three things in supporting the implementation of one-roof school program needs to be described.

METHOD

This study is a descriptive qualitative research. It aims to describe and summarize a variety of conditions, situations, and phenomena of social realities that exist in society as research object, and/ pull the realities out to surface as a trait, characteristics, nature, model, sign, and picture of a certain condition, situation, or phenomenon (Burgan Bungin, 2009:68).

According to Marshall &Gretcher, in a qualitative research, data collection is done at natural setting, by using primary data source, and data collection techniques are more on participant observation, in-depth interview, and documentation (Sugiyono, 2012:309).

The study is focused on the implementation of One-Roof Public Middle School Wlingi as an alternative of the nine-years education equity. The focus of the study is the process of a program implementation which is bureaucratic structure, resources, and communication in May 2016. Data collection procedures of the study are observation, documentation, and in-depth interview using unstructured interview guidelines. Main instrument of the study is the researcher. Key informants as sources of data include principal, teachers, students, and society. Data analysis of the study is Interactive Analysis which is data collection, data reduction, data display, and drawing conclusions or verification. Data validation of the study is triangulation.

FINDINGS AND DISCUSSION

Blitar is one of areas that implement one-roof school. One-Roof School in Blitar is supported by Australia with self-management or given to school management system (Blitar website, 2016). The following table covers data of Illiterate Rate and Gross Enrollment Ratio (GER) in Blitarat 2006-2010, data source of RJMD Blitar 2011-2016.

No	Description	Year				
		2006	2007	2008	2009	2010
1.	10-44 y.o. Illiterate Rate	8.677	7.576	700	0	0
2.	Gross Enrolment Ratio (GER) : - Elementary school - Middle school - Highschool	96,55 85,64 23,16	97,14 95,23 26,34	97,38 95,65 26,46	98,04 96,29 34,18	98,62 99,07 38,68

Based on the data of Blitar District Government, Gross Enrolment Ratio in 2010 at Elementary School level is 98.62% and Middle School level is 99.07%. Gross Enrolment Ratio (GER) from 2006 to 2010 continuously shows improvement although it is relatively small. However, there are still numerous efforts that have to be implemented in order to make GER of education, particularly secondary education (Middle-High School), increases.

Blitar has 4 schools that implement one-roof school. One of them is located in Balerejo village Wlingi district, namely One-Roof Public Middle School Wlingi. Geographically, Balerejo is located in mountain area in which its nature condition is

less motivating for the society to easily get education access. BlitarGovernment of Education implements one-roof school located in BalerejoWlingi in 2009 based on decree of one-roof school implementation number 188/89/409.012/KPTS/2009 issued by the Regent of Blitar with a land area for building of 3524 m2. One-Roof Public Middle School Wlingi was located in the same place with Public Elementary School Balerejo 1. In 2010, because the number of students at Public Elementary School Balerejo 1 was small, the Blitar District Government decided to incorporate the students of Public Elementary School Balerejo 1 with Public Elementary School Balerejo 2. Thus, the location which originally included Elementary and Middle School becomes Middle School location only. The principle manager would have fundamental reasons in determining the location of which the principle is implemented as an alternative to resolvethe dropout rate in Balerejo and the surrounding.

Vision of One-Roof Public Middle School Wlingi is that "The learners with belief, knowledge, achievements and skills of Indonesia", in order to achieve the vision, missions needed are as follows: 1. Organizing Education Service that is innovative, creative, transparent, and accountable; 2. Growing Comprehension and Implementation of Doctrine adopted and Cultural Values; 3. Growinga spirit of excellence structurein science, technology, arts, and sports; 4. Growing polite behavior and noble personality; and 5. Developing competitive Local Specialty Based Competency.

Number of students at One-Roof Public Middle School Wlingi in the academic year 2015/2016 is 150 students consisting of 78 boys and 72 girls. There are 6 study groups which are 3 groups of grade VII, 2 groups of grade VIII, and 1 group of grade IX.

One-Roof Public Middle School Wlingi has 14 educators, which are divided into 1 principal, 4 official teachers, and 9 honorary teachers. Curriculum carried out in 2015/2016 at One-Roof Middle School is K2006.

Bureaucratic Structure of the Implementation of One-Roof Public Middle School Wlingi

Bureaucratic organization has a standard, formal, and long-period hierarchical structure which is characterized by routinely operational tasks achieved through formal specialization and rules as well as arrangements. Bureaucratic strength lies in the ability in running a program efficiently (Weber, 1948; Robbins, 1998;Hasan, 2013).

Bureaucratic structure in the implementation of One-Roof Middle School cannot be separated from the discussion of bureaucratic concept. The One-Roof Middle School implementation of the site study has implemented the bureaucratic structure theory. The implementation is in accordance with the school conditions.In addition, the Principal leadership factor also determines the implementation of school programs by implementing a democratic situational approach to create conducive school conditions. Although with all limitations, the bureaucratic structure is implemented and runs effectively and excellently.

According to Bollen (1997), human resource empowerment efficiency is conducted based on the limited school conditions to achieve an effective school. The Principal generally employs field approach as an effort to support the implementation of One-Roof Middle School that is by organizing school in accordance with the school environment conditions for the effective and excellent implementation of education.

Implementation guidelines or operational standard of One-Roof Public Middle School Wlingi has referred to the activity operational standard. The Principalinvolves all components of school in the implementation of school program, distributes teachers' tasks in detail with clear job descriptions, and completely trusts the teachers in the implementation of school program.

Coordination within the bureaucratic structure has been employed well. It is employed every time, routine and scheduled. Coordination with the Blitar Government of Education is done intensively and regularly. Coordination with the school committee is done proactively.

Human resource empowerment is based on the ability and commitment with responsibility. There is no difference between the official and honorary teachers in the tasks distribution. In the implementation of school program, the Principal distributes the tasks along with the vice principal, school treasurer, homeroom teachers, and extracurricular instructor.

Educational Resource

In the implementation of one-roof school program, quality resources are needed in order to make the implementation process be properly conducted and appropriate with the objectives of implementation. Availability of educational resources is one of important supporting factors in the realization of education program implementation. Resources in the implementation of one-roof school consist of human resource, facility and infrastructure resources, and budgetary resource.

In term of quantity, total number of official teachers is 4, while others are still honorary. In term of quality, some teachers teach subject which is not in accordance with their educational background. In order to improve the professionalism, teachers are participated in forum of Subject Teachers Council activities and training from the Government.

One-Roof Public Middle School Wlingi does not have education officer that helps the efficient process of the school implementation such as administrative staff, laboratory staff, security, medical staff, and librarian. The school administration is done jointly by the Principal, vice principal and teachers outside of school hours. Because of that limitation, the Principal and teachers are required to be more creative and innovative in the school implementation.

The buildings for learning process area, teachers' room, Principal's office, administrative room, living room, and laboratory are quite representative. Sanitary toilet is available only for students, but not for teachers. Learning infrastructure, such as library, is not available. Book resources to improve students learning are still in a small number. Availability of laptops or computers is still limited, either for supporting IT subject or for the importance of school administration.

One-Roof Public Middle School Wlingi has implemented education for free. Main source of school funding is from the Government, such as BOS and Scholarships. Special Allocation Fund is given in the form of school supplies, such as skill tools, sport equipment, science laboratory equipment, and furniture. Payment of GTT Teachers Salary is done by the School.

The combination of educational resources to support the implementation should be provided together. Therefore, the implementation of one-roof school achieves effective school objectives. Thus, the existence of education resources is not only the responsibility of the school Principal but also all parties.

Communication

Communication is a process of delivering information in the form of message, concept, or idea from one party to another. It is done in order to make coordination of implementation between principal, teachers, staffs, and society runs smoothly. It can be done in both formal and informal according to the necessity.

Communication of One-Roof Public Middle School Wlingi and nearby Elementary Schools runs smoothly. Documentation of Elementary students who is going to assign from Elementary to Middle School is held annually. Additionally, One-Roof Middle School conducts socialization to the other nearby Elementary Schools regularly in order to obtain students. Selection test of the assignation level from Elementary to Middle School is not employed.

Structurally, One-Roof Public Middle School Wlingi is directly under the District Government of Education. Communication with Education Officer of Wlingi is only coordinative. The communication is in the form of proposals or reports of regular school expenses and so on.

Communication aspect of One-Roof Middle School and the surrounding society, directly or indirectly, runs smoothly. The society kindly accepts the existence of One-Roof Middle School. Informal communication is done in social and religious activities.

Communication generally runs effectively and efficiently. That is because of the Principal leadership, teachers, and a conducive school condition implication. It has a very important role in supporting the success of school implementation. Moreover, it is one of factors which determine the school development to be an effective school. In accomplishing various tasks, many regulations have to be created. Communication is used to spread information and procedures professionally and cooperatively in meetings in order to create a good professional relationship between school stakeholders.

Communication has four main functions in an institution or organization,

which are as a rein (control, monitoring), motivation, emotional expression, and information (Robbin, 1998). Communication in the implementation of One-Roof School is well functioned toward the targets with positive communicative. The limited conditions do not affect the implementation of One-Roof Middle School Wlingi. Therefore, communication affects the implementation of one-roof school to achieve the main objective of nation education equity.

Problems Faced and Alternative Solutions Offered

Economic factors, namely school fees that are considered expensive, low-income parents, and most children work to help their parents' work. Therefore, alternative solutions are socializing to the parents and surrounding society that One-Roof Middle School is free of school fees and allowing the students to help their parents' work (for example: when harvest season comes).

Problems in the facilities and infrastructure preparation are that the school does not have library, has a small number of book resources to support students learning, and has limited numbers of laptops and computers. Thus, the alternative solution is that the school manager should immediately provide the classroom facilities and infrastructure through proposals for social support.

Problems in the lack amount of educators and many of them do not teach accordingly with their fields of study. Hence, the alternative solution is that the Government should immediately improve the lack amount of educator.

Problems in the development of human resources, particularly administrative staffs without certificate or diploma of administrative expertise and educatorswho are assigned to teach two subjects concurrently. Thus, the alternative solutions are that the central Government, local Government, and One-Roof School developer conduct training for the administrative staffs and add some qualified administrative staffs. While for educators, the Government and developer could re-record teachers who teach in One-Roof Elementary-Middle School and assign them in accordance to their expertise.

Socio-cultural factors, namely the low support of parents, people are still less active in improving the education in their area, low learning motivationof children and low-level education of parents. Thus, the alternative solutions are that the school and society leaders empower the surrounding society and strive for meeting procurement by inviting all committees and related leaders.

Geographic factors, geographic location of Balerejo is in the mountain with hilly condition and minimal road infrastructure which result a longer travel time to go through for the teachers and students to go to school. There is no public transportation operated which results the students who do not have personal vehicle had to walk to go to school. Therefore, the alternative solutions are that the school should give different authority from regular school for the school time to begin at 07.30. In addition, the local Government and school developer should strive for developing boarding facility for the students and teachers who live far away from school.

CONCLUSSION

The clear standard guidelines, intensive coordination, and appropriate human resources could achieve effectiveness of the implementation of One-Roof Public Middle School Wlingi. It is also supported by intensive communication of the education stakeholders.

The teachers are required to always stimulate the education creativity and innovation in accordance with the challenge of teaching workforce professionalism, particularly in the field of One-Roof Public Middle School in remote areas. The principal should implement the bureaucratic structure which is simple and easily understood by all school personnel.

The District Government of Education does not need to apply acomplicated bureaucratic system and has to pay attention, records, and equips the lack educational resources in remote areas. Thus, it is expected that the quality of education could be improved by increasing high attention, coordination, and commitment of the entire stakeholders as a moral obligation to educate the nation's children.

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THE CRITICAL ANALYSIS OF SCHOOL BASED MANAGEMENT POLICY TO BE AUTONOMOUS SCHOOL

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ABSTRACT

Education and culture are mutually synergized. They are improving and balancing the human dignity and universe creator. Based on the researcher's search, the issues of autonomous MBS (School Based Management) policy has not been widely discussed by other researchers. To get a comprehensive study, the researcher used some phases. To acquire trustworthiness, the prerequisite should be attained. To get the data credibility used triangulation. MBS provides widest autonomy for principal, on organizing education, programmable, scalable, and other right tracks. MBS easily designs learning processes related to the schools' condition. National Education Standards Achievement through MBS leads autonomous school being improved.

Keywords: *school; mbs (school based management); autonomous; policy*

Education is transferring knowledge, value, culture, and religiosity which directed toward humanizing. The essence of this education process is as an attempt to change the behavior of individuals or groups that have values that are agreed upon by the religious, philosophical, ideological, political, economic, social, cultural and defense and security. In conformity with Paula Freire, education is the process offorming cadres in which theessential purpose is for liberation. The essence of education is the ability to educate self. In Islam, the essence of education is to take the values of the divine in human (nature) within the guidance of the *Qur'an* and *Assunnah* (Hadith) to become good character human (perfect man) thus the essence of education is largely determined by the values, motivations, and intentions of education itself. The essence of education can be formulated as follows: (1) education is a process of human interaction that is characterized with the balance between sovereignty of students to the authority of educators; (2) education is preparing students to face a business environment that is changing rapidly; (3) education to improve the quality of personal and community life; (4) education lasts a lifetime.Education is an issue in applying the principles of science. A father will attempt to educate their children by simply guiding and training his son to know the life of the forest such as: recognizing edible fruits, making animal traps and so forth (Jalaluddin, 2001: 67).

Another opinion states that, "Education can be interpreted simply as a human effort to develop his personality in accordance with the valuesof society and culture. In addition, Ki Hajar Dewantoro interpreted education as an attempt to advance the education of character, thoughts and child bodyin order to promote the fullness of life and turn the child in harmony with nature and society. Furthermore, in his book "Education Platform" Made Pidarta concluded that, "Educating intends to make people become more perfect, making human life increased from natural life tobe civilized. Educating is to cultivate human (2003: 2). From some of these statements, they deduce meaning or nature in general education from the standpoint of the history of human civilization since its inception. Furthermore, along with the development of human civilization to modern humans; the education become more organized than that initially limited to individual parents to educate children or society to preserve their cultures.To support this statement, Jalaluddin (2001: 68) states parents also give attention to children as well as young people in their community.

Education lasts a lifetime, or better known as long-life educationis accordance with the opinion of Richy in the book "Planning for Teaching and Introduction to Education" which has been translated and uploaded in http://file.upi.edu/ Education is a process that is more extensive processes than that take place inside the school. Education is an essential social activity that allows complex and modern society. This function of education is in the process of specialization and institutionalized by formal education, which remains associated with the process of formal education outside the school.

DISCUSSION
Mbs Management Implementation

MPMBS (School Based Quality Improvement Management) can be interpreted as a management model that gives greater autonomy to the principal, the flexibility to schools, and encourage participation in person the school community and the community to improve the quality of schools based on national education policy and applicable legislation (Nurkholis, 2003: 107) , cf. also Ministry of Education, 2002: 3). MBS is part of the School Based Management (SBM). MBS aims to improve all school performances (effectiveness, quality, efficiency, innovation, relevance and equity as well as access to education), then MBS is more focused on quality improvement (Ministry of Education, 2002:3-4). School autonomy is the school authority to regulate and manage the interests of the school community in accordance with the laws and applicable regulations of national education. The purpose of MPMBS is autotomizing or empowering schools through the granting of authority (autonomy) to school, giving greater flexibility to schools to manage school resources, and encouraging the participation between the school community and the community to improve the quality of education (Ministry of Education, 2002: 4).

Based on the field research, the application of MBS is as a model of strategic management in the education system management within the aim to achieve quality improvement of education standards. But in its implementation appears some obstacles, among others; low quality of education remains problematic at every level of education and education units, especially uneven primary and secondary education. It is seen from the quality of education in urban areas which shows very satisfied quality improvement, while in the rural area is still very of concern. Various attempts have been made by some institutions to improve the quality of education indiscriminately, both in urban and rural areas, among others; training and qualification improvement of teachers, provision and improvement of facilities or education infrastructure, and improving the quality of school management. Based on these facts, it is necessary for improvement efforts, one of which is now being developed by the reorientation of the educational operation, through school management (School Based Management).

Since the MBS program (School Based Management) was initiated in early 2001, this program will empower education stakeholders to give attention and care for education, especially school. In applying the concept of MBS, it requires school to form the School Committee in which the membership is not only the parents of students studying in these schools, but also teachers, students, community leaders and governments around the school and even entrepreneur. The emergence of this program is triggered by dissatisfaction or swelter of education managers at the operational level on the limited authority they have to manage schools independently. Generally, it is seen that the principals felt helpless being stuck with excessive reliance on an educational context. As a result, their primary role as educational leaders increasingly dwarfed by bureaucratic routine that causesdull creativity to innovate.This program is very good, as a form of government responsibility in education, so that it can assist in helping the community care for education financing. However, the discourse developed is the "Free School" so as to bury the public awareness of the education that has been built in the MBS.

From the above discussion, few schools of school committee and educatorsunderstanding are still lacking, consider such as BP3, so the determination of educational accountability through the role of education stakeholders is decreasing. It is no wonder that many schools were damaged, decayed, collapsed even allowed by the school committee, hoping savior to come, namely the government. In terms of macro management, education still has some problems. Management education in particular education units (schools) are under the authority of the principal. Similarly, the operation of education in the classroom should entirely be the authority of the teacher. Based on his professional authority, the teacher is in charge of planning, implementing, and measuring learning outcomes.

Pertaining to the evaluation of educational policies, autonomy era is still unformatted clearly which triggers variety of methods and ways of implementing the program to improve education. Until now the result of the policy is not visible, but a variety of improvisation in the area has shown better color. For example, some steps of the program that have been run in several areas related to education policies in order to improve the quality of school-based and community-based education quality improvement is implemented as follows: (1) the effectuation of UAS (Last Semester Test)and the UAN (National Examination) as a substitute of EBTA/EBTANAS (Last National Study Evaluation); (2) on the establishment of the School committee as a replacement BP3; (3) local content and the skillhave been applied in junior high school; (4) the abolition of the canonizationsystem in enrollment; (5) provision of incentives for state teachers; (6) the support of schools operational

fundingand school practice equipment; (7) help to increase human resources as an example of scholarships for teachers to follow Post graduate program.

Implementation of the education policy autonomy in the context of regional autonomy is as the following, such as: (1) generally, education autonomy leads toward improving the quality of education in response to our "mistake" for more than 20 years of struggling with the problems of quantity; (2) on the side of local autonomy, decentralization of education leads to the depletion of the central government authority and the regional authority bloats, over the government field labeled education must be accompanied by the growth of empowerment and community participation; (3) there is a potential tug of war between the autonomy of education in the context of regional autonomy in putting economic and financial interests as a force of attraction between the autonomous regional governments and educational institutions; (4) clarity site for educational institutions need to be formulated so that the autonomy of education can be run on the rails; (5) the level of schooling, educational autonomy acts upon the principle of decentralization and School Based Management (SBM) at primary and secondary levels; institutional arrangements at the level and the place which is a key success factor educational autonomy; (6) it is appropriate if the autonomy of education must be coupled with policy accountability, especially with regard to the funding mechanism or education funding; (7) at the level of higher education, an autonomous policy remains within the framework of scientific autonomy; (8) in the context of decentralization, higher education autonomy can not be solely placed on regional interests but on the fact that higher education is a national asset; (9) macro; whatever contains in it, the autonomy of higher education should highlight the excellence.

MBS is seen as an alternative to the general pattern of school operation that all this time had centralized authority at the central and regional offices. MBS is a strategy to improve education by delegating significant decision-making authority from the central and regional level to the school. Thus, MBS is basically a management system in which the school is an important decision-making unit for organizing education independently. MBS provides an opportunity for greater control of the principal, teachers, students, and parents on the process of education in their schools.

For this approach, the responsibility of certain decisions regarding the budget, staffing, and curriculum are placed at the school level and not at the regional level, or even the center. Through the involvement of teachers, parents, and other community members in the important decisions; MBS is seen to create an effective learning environment for students. Thus, basically MBS is the school's independence efforts with empowering it.

Implementation of effective MBS specifically identify some of the specific benefits which are: (1) allowing the competent people in schools to take decisions that will increase learning; (2) providing opportunities for all members of the school to be involved in important decisions; (3) encouraging the emergence of creativity in designing learning programs; (4)redirecting the available resources to support the objectives developed at each school; (5) producing a more realistic budget plan when parents and teachers are more aware of the financial situation of the school, spending limits, and the cost of school programs; (6) increasing the motivation of teachers and developing new leadership at all levels.

MBS is also seen to improve student learning achievement if the management is focused on school education rather than at the regional level. The principals tend to be more sensitive and know the needs of students and school rather than the bureaucrats at central and regional levels. Further, stated that a good education reformation will not be successful if the teachers who must apply it have no role and plan.Models MBS which is meant here are models of SBM applied in some countries. The emergence of MBS models in each country can not be separated from the history of education in the country. There were weaknesses in certain fields which focused on improved performance (Nurkholis, 2003: 86-111).

MBS model in Indonesia is called School Based Quality Improvement Management (MPMBS). MPMBS can be interpreted as a management model that provides greater autonomy and flexibility to the schools, encourage direct participation of people in schools and communities to improve the quality of schools based on national education policy and legislation. Autonomy of schools is the school authority to regulate and manage the interests of the school community in accordance with the applicable national education Act and regulation. Meanwhile, participatory decision is a way to take decisions through the creation of an open and democratic environment where the school communities are encouraged to become directly involved in the decision-making process that can contribute to the achievement of the school objectives. So, the school will be expected to be autonomous with the following characteristics: level of independence is high, adaptive, anticipatory and proactive, having a

strong control on the input management and resource, having a strong control over working conditions, a strong commitment and achievements are reference for the assessment and evaluation. MBS models in Indonesia are focused on quality improvement.Education within the framework of the struggle for independence were indicated by the emergence of education movement pioneered by Muhammadiyah University, Taman Siswa University, INS Kayutanaman, Ma'arif Education and other Islamic universities.

Education in Indonesia after Independence

In the period 1945-1969, the goals of the Indonesian national education, as stated in the decision of the Minister of Education, teaching, and culture (PP and K), Mr. Suwandion March 1, 1946, the national education goals in the early days of independence greatly emphasizedon the cultivation of patriotism. In Constitution No. 4/1950, the basis of education and teaching in schools were based on the principles contained in Pancasila, the Constitution of the Republic of Indonesia and the basic principles of the Indonesian culture. The formulation was repeated in Constitution No. 12/1954 which applies to the entire territory of Indonesia.The changes in national education goals impliedfor the curriculum change what was then called the lesson plan. The curriculum which was originally oriented to the interests of the Dutch Colonial modified according to the needs of the Indonesian nation that has been independent. The school curriculum in the early days of independence and 1950s aimed at: (a) increasing awareness of the state and society; (b) increasing physical education; (c) enhancing the character education; (d) paying attention to the arts; (e) associating the content of the lesson with daily life; (f) reducing the mind education.

Schooling system prevailing in Indonesia in the early days of independence includes three levels: low education, secondary education and higher education. The school system continues to be maintained until the 1980s. The end of the 1960s, even if changes occur, it is more on the institutional form. For example the abolition of the SGB, SGA transforms into SPG, and more development of other types of vocationalschools. After prevailing of Constitution No2/1989, there was amendment to the national education system, among others, that basic education is general education of which the period is six years in elementary school (SD) and three years in junior high school (SMP). Thus, SLTP is a general education; as a result the first vocational schoolis merged into SLTP. Another

noteworthy development in the era of 1945-1969 was the establishment of 42 Universities in the form of universities, institutes, and colleges which are generally located in the province capital, so called "new era of PTN (state university) growth".

Implementation of MBS toward Autonomous School

Implementation of MBS in various countries based on the above description has shown changes in the decentralization of education. As research result of Bandur in Flores, Indonesia (2008: 217), "First, school stakeholders have significantly higher degrees of decision-making authority than what they have enjoyed prior to the implementation of SBM. In turn, a process of changes has occurred in schools, Including the changes in the nature of the decision-making process that require all school stakeholders, collaborative relationships, and higher levels of parental and community participation. ".Some of the impacts of MBS implementation policy is making about the management of schools to consider and adjust the potential of schools through collaboration, participation, and empowerment of school elements (principal, teacher, student, staff), parent, school committee, community member, stakeholder, government (Bandur 2008; Pitoyo, 2003)." The criteria for selection of schools in any expansion of school-based management should include leadership and management capacity of principals, strong relationships with staff, and that the school is consistently tracking up in terms of its results… "(NSW, 2012: 74-76).

School-based management provides the school flexibility to organize school operations autonomously. Osario et al. (2009: 4) identified several activities that can be carried out independently by the school in the context of MBS, the budget allocation; the appointment and dismissal of teachers and other school staff; curriculum development; procurement of books and other educational material; improvement of school infrastructure; and monitoring and evaluation of teacher performance as well as student learning outcomes.Schools can set the appropriate school of innovation and creativity (Wu & Po, 2013) so that the school can improve academic performance (Bandur, 2018; Maryono, 2015). The independence of schools in MBShas great opportunity tobe enhanced by giving authority to the school (teachers) to develop curricula based on the local needs, national and international students to develop themselves in the intellectual, emotional and spiritual. (Hakim, 2010), supporting factor for school committees in playing their roles to support educational process cover the mutual cooperation and communication between the school committees and the schools and the availability of funds to finance the educational process at schools (Pitoyo,

2013)."In order to achieve the targets set out in the development plans, schools must first have a full understanding of their own objective circumstances and analyze the situation before formulating their development plans. "(EMB, 2006: 25-26).

School-based management, also referred to as local management for self-management, is a feature of the school movement around the world. "There is a strong association between the knowledge and skills of staff and learning outcomes for pupils, so schools will employ their capacity for self-management to design, select, implement or Utilize professional development programs to help the ensure of these outcomes."(Volansky& Friedman, 2003: 107).Self-management, reflection and self-evaluation of school are very important to analyze the success rate of the MBS implementation. To improve the quality of education,the decision quality made by the school should manifest the aspirations and opinions of the schoolcommittee and the stakeholders in improving the quality of education. Standards achievement through MBS National Education toward autonomousschool must always be improved through public disclosure, the disclosure to all parties, expanding the network for advantageous cooperation, creative innovative activities resulting in labor productivity and work through strategic work plan which is measurable and clear.

CONCLUSION

The autonomy given to school is the authority to regulate and manage the interests of the school in accordance with the regulations and legislation (Act) in the National Education System; b) Decision-making is carried out by a school participatory decision-making through the creation of an open and democratic environment; c) Citizens schools are encouraged to be involved directly in the decision-making processes so that the school community can contribute to the achievement of the goals of education in schools; d) MBS can provide empowerment to school, greater flexibility in managing school resources, encourages the participation of the community and school members in improving the quality of education; e) Management of schools that have been carrying out MBS will be able to encourage the school community to participate to make an independent school; f) Independence of school can be promoted through school self-management, self evaluation, self reflection based on the strategic plans of the school steady and measurable.

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UTILIZING OF FACEBOOK TO IMPROVE STUDENTS' WRITING SKILL

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ABSTRACT

This paper reports on the investigation of the implementation of Facebook as a social networking in teaching writing to students of Wiralodra University. Facebook as a social networking enable individuals to connect to each other to form online communities. Lampe et al. (2007) note that Facebook provides a base for learners to check on their action, ideas and interest of the group they belong to. Similarly, Shih (2011) and Roblyer et al. (2010) found that Facebook allows learners to interact and collaborate. Facebook enabled the students to: (1) have a fun learning environment; (2) write easily; (3) get feedbacks from lecturer and peers; (4) discuss more with friends and lecturer outside classroom easily; (5) access more reference for students' writing; (6) get more motivation to write; (7) have their personal space to read and write in a community; and (8) build their analytical and critical thinking skill. Overall, the use of Facebook created positive effects to the students' writing fluency. For that reason, Facebook is recommended to be used as writing media for students. The research method used in this study is qualitative. Additionally, the data in this study were derived from the online interaction and scores of the students' writing on Facebook and interview. The participants in this study were the first semester students because in that semester are already familiar with the Facebook. The result showed that utilizing social networking especially facebook had a positive impact on 84% of the students, 64% could turn to other resources very easily if they faced any difficulties in understanding the subject, and 63% of the students improved their writing skills by using social networking. Therefore, this research aims to bring awareness on how the facebook can be utilized to improve students' writing skill.

Keywords: *social networking, facebook, writing skill, interaction.*

The use of social networks is a growing phenomenon in both private and academic life. Social networks refer to tools used to enable users for social interaction. The use of social networks complements and enhances teaching in traditional classrooms. For example, YouTube, Facebook, Twitter, and blogs provide a huge amount of material on a wide range of subjects. Students can therefore turn to any of these tools for further explanations or clarifications. Virtual tools, such as Moodle/Sloodle, helps students to keep in touch with their classmates and lecturers/instructors in a participatory environment in which these tools help the material taught to become easily accessible to all users at anytime and anywhere. In this environment users, and especially students, can ask or post questions and queries and they will be answered by their fellow classmates or lecturers/instructors.

In addition, lecturers can have a great time grading quizzes and exams. They can measure class participation in this way and give comments on any subject for the purpose of teaching and spreading knowledge. Facebook, Twitter, and other tools can be utilized in a similar way. Many other Social Networking tools, such as collaboration, online surveys, crowd sourcing, bookmarking and citation, document sharing, and online storage, can be employed to enhance the education process in a way that was not possible before.

The attributes comprised the projection of English by focusing on four skills (reading, listening, speaking and writing). Writing remains an important skill and being able to write well is definitely an added advantage for students. Also what is emphasized is the use of social networking in the classroom to change the pedagogical practices and to ensure 21st century readiness for every learner. As such, there is a considerable alignment between the use of social networking and language learning, particularly in the area of writing, which provides the focus of this study.

Writing as predominantly a cognitive activity tends to be lonely, brain bound and an internal affair (Nishino & Atkinson, 2015). It is said to be a difficult skill for ESL students to master as it is a complex, laborious, boring and uninteresting task (Warschauer, 2010). This implies that writing instructions should help ESL learners to organize their ideas, revise and review

techniques that get them to start writing and should not only focus on accuracy, sentence structure and grammatical aspects that are pre-planned. As language lecturers, students should be given an opportunity to voice ideas, knowledge and provide them opportunities to become confident writers. Thus, the general agreement that writing is a challenging task has led researchers and practitioners to seek ways for effective teaching.

The education world is moving toward the use of technology in education. Lecturers can no longer shy away from the digital world. There is a cycle of change due to the Internet and Information Technology (Kajornboon, 2004). The use of social networking is very popular among English language learners. According to Srinivas (2010), social networking is one tool which can assist lecturers and learners to access information and facilitate the learning of English.

Social networking sites such as Facebook can help lecturers to create a conducive environment for students to practice their writing skills and overcome the difficulties in writing (Carlos et al., 2015). Writing will be less burdensome with the online platforms as lecturers and students are able to interact, collaborate and work at their own pace outside the classroom hours (McCarty, 2013). In fact, researchers have highlighted that Facebook has the potential to motivate and encourage students to learn English well (Omar, Embi & Yunus, 2012). At this point it is important to acknowledge Facebook has many features that can be utilized in language learning, such as Like, Chat room, Comments, Notifications, Messages, News Feed, Events, Groups, Apps, Friends and etc. To use Facebook as a writing platform, one needs not necessarily use all features, it is enough to accomplish the task planned. In the case of utilizing Facebook to investigate the writing approaches, it is sufficient to use features such as Groups, Comments and Walls alone. Only a few features are used to accomplish a simple writing task. E-BizMBA (2013) has reported the most popular social network is Facebook, with an estimated of 750 million visitors each month. Therefore, lecturers ought to follow their learners and launch their courses into the virtual world. This research has focused on utilizing of Facebook to assist interaction among peers and lecturer in the writing of English. The participants

(subjects) are first semester English students in the Islamic education Faculty of Wiralodra University.

In the few past years, there has been rapid growth in the availability and uptake by many colleges and universities of teaching their courses to their students online, and the effectiveness of learning by using different social networking tools has increased due to the increase in provision of these electronic courses for students. As the world has changed from earlier ages to today's highly technological world, learning has also changed from the traditional classroom methods of learning to distance learning, and now to online learning. With the increasing popularization of computer technology, the way of classroom teaching has also changed from plain lectures to multimedia presentations. Also, with the technological advancement and the Internet, the world has become a vast storehouse of information (Tham & Werner, 2005).

Online learning (or E-learning) provides many opportunities that were not possible before and opportunities to learn from a reputable university or from across the state or country can be extremely valuable. Social networks for learning are social structures consisting of nodes that represent relationships between individuals (or organizations) within a certain domain (Liccardi et al., 2007). Ellison (2007) defines social networking sites as "web based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system" (Ellison, 2007). Social networks are not used for communication only, but are used in education too. Typically, intuitions, colleges, and universities are taking action by providing suitable materials, locations (classrooms, labs, and lecture halls) and people who can teach their students (Liccardi et al., 2007). All activities can be 'face-to-face,' but many also are mediated by social networking technologies, including peer assessment, discussions, and collaborative work (Liccardi et al., 2007). Liccardi states that 30% of students use social networks to communicate with other students (trading posts on blogs, for instance) while more than 52% use online videos, podcasts, blogs, and wikis (group-authored

websites) during class time (Blankenship, 2011). Studies also show that social networking tools support educational activities by making interaction, collaboration, active participation, information and resource sharing, and critical thinking possible (Mazman & Usluel, 2010).

The main three top social networks in education are Twitter, Classroom 2.0, and Facebook (Kapuler, 2011). Students often use global social networks (i.e., Facebook, Twitter, YouTube, Classroom 2.0, etc.) for different purposes and around 60 % of these students say they use social networking tools to discuss classes, for learning outside school, and planning for college (Masic et al., 2012). Students also report that they are using chatting, text messaging, blogging, and online communities, such as Facebook and MySpace, for educational activities, including collaboration on school projects. Facebook, Twitter, and Youtube are the tools most used by the students because users, and especially students, interact and exchange knowledge in very easily accessible ways (Yuen & Yuen, 2008). The following subsections provide some details about the most popular social networking sites.

Presently, Facebook is used as a social network to keep in touch and keep up with other people. Initially, Facebook.com was used with ".edu" email addresses by university students. Carlson (2010) stated that in 2004, Mark Zuckerberg founded Facebook when he was a sophomore at Harvard University and a couple of years later Facebook was opened to the public. It has been used as a social network more than an education tool. Students use Facebook primarily for 'social searching.' That is, students use Facebook to learn more about a person they have met. It is also used for social and emotional support and as a resource to find information. Joinson (2008) has explained students send messages to friends and maintain social ties.

There are many ways to use Facebook in education. Online College.org (2011) has described Facebook can be used for collaborative learning, and has become a passion for students. In addition, students like to share, collaborate or work as a team. Futhermor e, Kessler (2010) has explained students can critique on each other's work and assignments with fairly easy access. Mashable Social Media (2010) has suggested

students can also ask their lecturer questions or chat and use Facebook as a message board for free.

The researchers found that students improve their vocabulary from the online comments and spell check. Such advantages of Facebook should be utilized by using the environment for writing and interactions, because students tend to show their interest as the writing environment is a space that students are deeply integrated in their day to day practices. Despite existing evidence of the potential of Facebook for enhancing writing skills, previous studies have not paid enough attention to the writing approaches that are available when the lecturer and students are given the space and time to improve writing. The results obtained from the studies mentioned above are far from satisfactory in understanding the use of Facebook for writing..

Also, Facebook is a marketplace for textbooks. It is a social network where books can be sold and bought. The next function of Facebook is the creating of groups. Online College.org (2009) has proposed using Facebook for academic purposes; these can be groups for an entire class or smaller study groups. There would be communication and sharing of information. The literature review of Facebook has shown there are many ways to use Facebook as a social network and for education in general. However, there is a gap for using Facebook in writing English as a foreign language and for medical students. Hence, this research is investigating ways to use Facebook in writing with economic students.

Three approaches to writing will be discussed in this section particularly process, product and genre approaches. The product approach focuses on grammatical features and appropriate sentences that fit in a pre-planned format. This helps students to realize that English essays are based on rhetorical patterns such as narration, description and persuasion. (Taha and Thang, 2014, Tan & Miller, 2007). Students' writing problems are neglected and they do not receive adequate guidance while producing a piece of writing. The product approach trains students to please the examiner and to achieve good results in the examination. Students are not trained to become good writers.

As a result, the purpose and process of writing are neglected in classroom teaching. In such a situation, accuracy is prioritized

over meaning making. Students fail to acquire essential writing skills related to jobs and academic papers. Process writing is an approach that focuses on the very process involved in producing a written product instead of the final product (Nunan, 1991).

The genre approach focuses on grammar, linguistic structures and social functions. According to Tribble (1996), the genre approach seems to share many similarities with product writing as it also emphasizes linguistic features and models that seem to guide the writers. However, one main thing that differentiates the product approach from the genre approach is that latter is produced according to the social context (Badger & White, 2000).

The literature review about grammar mistakes include may types of errors. Gary-Grant and Gingerich (2012), Orman and Purdue Online Writing Lab (n.d.) have presented misuse of relative pronouns – nominative and subjective pronouns. Also, there is misuse of vocabulary. For example, the misuse of 'affect' and 'effect'; 'bring' and 'take'; and 'lie' and 'lay'. Additional mistakes include misspelled words, misuse of nouns, pronouns, adjectives, adverbs and verb tenses, and misuse of infinitive/gerund, and misuse of articles (a, an, the). In addition, misuse of mechanics includes apostrophes, commas and periods (full stops), as well as capital letters. These errors have been focused on in the correction of the writing assignments.

The three approaches discussed above exhibit similarities and differences in instructional practices that they advocate. Evidently, there is no approach that is considered perfect to be implemented in the classroom. There is a need to integrate other tools to support the three writing approaches. The Facebook environment is a promising solution to a number of problems in writing. Utilizing of Facebook encourages the process writing approach. With utilizing of Facebook, students are able to go recursively through planning, drafting, revising, editing and publishing as they can access the Internet multiple times. Facebook permits learners to continue their learning activities outside the classroom. Additionally, the drafts are on the internet, therefore, there is no time limit to receive comments. The product approach can also be implemented since the lecturer can provide model essays, guidance and extra materials in the online writing environment. Criticism on

product and genre approaches can also be solved. The social interactions encourage students to share and exchange various ideas and opinions.

Action research focuses on the people involved in the research. It takes place in the classroom in a real-world situation with the aim to solve real problems. According to Ferrance (2000), action research is "learning by doing." The researcher or lecturer identifies a problem, does something to resolve it, measures how successful the efforts were, and tries again if unsatisfied. This is the essence of action research and this present research has taken place in the classroom to solve a problem.

METHOD

In the present research, there were three phases. Phase 1. Facebook users were asked to check another student's writing assignment. Phase 2. Students categorized the mistakes and made corrections. Phase 3. Six students were interviewed online to assess the effect of using Facebook in the teaching of writing.

The present research has been conducted with first semester English students in the Islamic education Faculty of Wiralodra University. The students' ages ranged from 19 to 20. There were a total number of 27 participants.

Course syllabus has stated the objectives of the Experiential English I course include the following: at the end of the course students should be able to communicate effectively in daily life using the four language skills (listening, speaking, reading and writing); and collect information from various kinds of sources and compare, analyze and synthesize the acquired information to broaden existing knowledge, and present important issues in oral and/or written form.

The classes run for three hours per week during the first semester of the academic year. There were two writing assignments. The participants posted their assignments on Facebook and received feedback from their peers and lecturer.

FINDING AND DISCUSSION

The coding of the grammar mistakes of this study was based on Gary-Grant and Gingerich (2012), Orman and Purdue Online Writing Lab (n.d.). The Cambridge Dictionaries Online, Dictionary.com, and the Dictionary and Thesaurus Merriam-Webster

Online (n.d.) were used to correct the misuse of vocabulary.

The Coding of Grammar Mistakes is as follows 1) misused vocabulary, 2) Misused tenses, 3) Misused singular/plural nouns, 4) Misused punctuations (commas and periods), 5) Misused pronouns, possessive pronouns, 6) Misused articles (determiners): a, an, the; 7) Misused prepositions; 8) Misused verbs; 9) Misused nouns/adjectives; 10) Misused capital letters; 11) Misused infinitive/gerund; 12) Misused superlatives; 13) Misspelled words

The participants coded the mistakes according to afore mentioned categories. The mistakes have been presented from the most common to the least common.

Misused vocabulary
Example 1:
(SW) Student's writing: Ipad may refract you
(C) Correction: Ipad may distract you.
Explanation: distract (v.)--to make someone stop giving their attention to something refract (v.)--when water or glass, etc. refracts light or sound, etc., it causes it to change direction or to separate when it travels through it

Example 2:
(SW): Another downside is that Ipad may lead you to the wrong way.
(C): Another downside is that Ipad may misdirect you.
Explanation: misdirect (v.)--to use something wrongly or for the wrong purpose. wrong way (adj.)--there is something wrong, incorrect, inaccurate.

Misused tenses
Example 3:
(SW): This talk show is usually focus on ...
(C): This talk show is usually focused on ...
Explanation: Use the simple past to express the idea that an action started and finished at a specific time in the past.

Misused singular/plural nouns
Example 4:
(SW): My king goes everywhere to help his inhabitant.
(C): My king goes everywhere to help his inhabitants.
Explanation: The plural form of inhabitants is needed because there is more than one inhabitant in Thailand.

Misused punctuations (commas and periods)
Example 5:
(SW): such as reviewing your lesson ,
(C): such as reviewing your lesson,
Explanation: The comma (,) is place at the end of the word, then a space is needed.

Example 6:
(SW): We cannot think of nothing but products from Apple .
(C): We cannot think of nothing but products from Apple.
Explanation: The period is placed at the end of the last word of the sentence, followed by two spaces.

Misused pronouns, possessive pronouns
Example 7:
(SW): My mother teaches me to do your best and not to ...
(C): My mother teaches me to do my best and not to ...
Explanation: Agreement in person. When writing in the "first person" (I), the possessive pronoun is "my."

Misused articles (determiners): a, an, the
Example 8:
(SW): So, Indonesia people have the better quality of life.
(C): So, Indonesia people have a better quality of life.
Explanation: Use a or an when talking about one thing in general, without saying which one.

Misused prepositions
Example 9:
(SW): Your close friend may get a scholarship to study in somewhere that is far from Indonesia.
(C): Your close friend may get a scholarship to study somewhere that is far from Indonesia.
Explanation: In general the preposition in is used to indicate inside the building, or for an enclosed space or area.

Misused verbs
Example 10:
(SW): Most of them have older ...
(C): Most of them are older ...
Explanation: The main verb "to have" is used to show possession of objects, characteristics, relationships or other qualities. The main verb "to be" is used to show the role or position that one has at work, family or other organization.

Misused nouns/adjectives
Example 11:
(SW): Multi Touch has high accurate.
(C): Multi Touch has high accuracy.

Explanation: Accurate is an adjective. Accuracy is an uncountable noun. A noun has to be used in this sentence.

Misused capital letters
Example 12:
  (SW): The work It's ...
  (C): it's
Explanation: Common nouns are not capitalized.

Misuse infinitive/gerund
Example 13:
  (SW): Ipad can distract you from what you should be do.
  (C): Ipad can distract you from what you should be doing. (object)
Explanation: A gerund is used because it is the object or complement of a sentence.

Misused superlatives
Example 14:
  (SW): Oprah Winfrey's talk show is the higher rated TV program in America.
  (C): Oprah Winfrey's talk show is the highest rated TV program in America.
Explanation: The superlative adjective is used when talking about three or more things. It expresses the extreme or highest degree of a quality.

Misspelled words
Example 15:
  (SW): now a days
  (C): nowadays
Explanation: Nowadays is one word

The most common mistakes are misused vocabulary, followed by misused tenses and misused singular and plural nouns. In addition, there were errors in punctuation of commas and periods as well as misused pronouns and possessive pronouns. There were also misused articles (determiners): a, an, and the. Then there were misused prepositions. In addition, there were misused verbs, nouns/adjectives, capital letters, infinitive / gerund. Lastly, there were misused superlatives and misspelled words. Phase III involved 6 participants' comments about this present research.

Student A has suggested that Facebook can focus on writing and speaking. Student A has stated: "Teaching English via Facebook should focus on speaking and writing because these parts require interaction between students and lecturers. Students can spend their time practicing English freely as they wish, and lecturers can evaluate or grade their work any time. I find this very convenient for both sides. Facebook offers rapid access to send and evaluate essays or speaking files and for the reading and listening part, lecturers can upload their materials on Facebook, but I prefer not to listen to lectures. I think that it will be more beneficial if there is plenty of self -homework for students. Just like TOEFL sample questions."

Student B has explained the use of Facebook would depend upon the equipment that is available. This student thinks that accessibility is not a major factor since textbooks can be used.

Student B's comment is as follows: "Well, I think that it depends on how well are the teaching tools developed on Facebook. Although teaching English on Facebook might potentially improve accessibility, it deteriorates the authenticity of textbooks. In short, there are advantages and disadvantages in using and not-using Facebook as an English teaching tool, and the question "which way is better?" Depends on the "quality of the tools on Facebook" not the Facebook itself. To illustrate, I won't waste my time reading or watching how to write a good essay via Facebook. I prefer to get one of the best "summary" on how to write a great essay within 1-2 papers and some examples to read; and here, Facebook can play roles in how I can send my essays to someone to grade, comment, and modify them."

Student C has explained the use of Facebook can be effective. This is because documents, announcements and additional material can be uploaded onto Facebook. Also, it is an effective way to contact students. Student C has commented: "I think using Facebook as a tool for teaching English and learning resource is efficacious. You can upload documents; make announcements and any other material as a supplement. Thus, you will potentially solve the problem that many students want you to bring more copies because they lost them or your copies are insufficient. Furthermore, it is a fast way to reach students. I definitely like your idea (using Facebook) since it's a practical and easy way."

Student D has commented that Facebook is ideal when interaction is required. However, it should be a closed group. Student D has pointed out: "Facebook is ideal for developing English skills that require interaction. However, as far as I'm

concerned, using formal language in Facebook still looks weird to me. Anyway, I guess its fine to stay formal but you might like to keep it private to your groups, your colleagues will think that you're nerdy otherwise."

Student E: "I like it. I think it is fun."

Student F: "It is useful. I can work at home."

The interviews indicated that the participants enjoyed it and found it to be useful. In addition, they can work from home. The equipment plays an important part in making it successful. One student thought that using Facebook would be appropriate with speaking and writing. In addition, Facebook is helpful because materials can be uploaded and shared. However, it ought to be used only by the participants in the class. It should not be opened to other classes or the public.

CONCLUSSION

First semester English students in the Islamic education Faculty of Wiralodra University were the participants in this present research. It was initially conducted because students' have an interest in using Facebook. When the researcher went into the class, one of the students in the classroom was using Facebook. She believed that she was the initiator of using Facebook in the class. The timing was perfect. It was a "blessing in disguise." This present research was conducted to investigate the effect of using Facebook to assist interaction between classmates and the lecturer in writing English. The participants read each other's writing assignments on Facebook.

The participants and lecturer categorized the mistakes and made the corrections. From the findings, it has been found that participants had the most problems with vocabulary. Next, the participants had problems with tenses. They used incorrect tenses and singular and plural forms of nouns. The participants' comments suggested using Facebook is fun. The assignments can be completed at home and assignments can be corrected during students' free time. They do not have to do it immediately. In addition, participants can communicate synchronously. Materials and documents can be uploaded and participants can work on it later or at home, such as writing or speaking assignments. Lastly, it is important that the hardware work appropriately. From the

students' evaluation, the use of Facebook is a fairly effective tool.

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READING DEVELOPMENT ON EARLY CHILDHOOD

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ABSTRACT

Many countries make interesting programe to improve reading habit. By reading habit, they can be independent country. According to a new study conducted by central Connecticut state university in US, Indonesia is the second least literate nation in the world in a list of 61 measurable countries. Better than Bostwania, it is the lastest of measurable countries. It makes Indonesia disappointed, so Indonesia must make a new program or solution which it can be better to increase the rank. Reading habit will be useful to implemented since early childhood. Before entering Elementary school, children have to know how to read, write and account. If they can not do it, they can not enter 1st grade. In kindergarten, the children are playing while learning. It makes parents worried, so they ask someone or teacher to give the children private lesson. They force the children to understand well about sentence. The children can be bored, not interesting in reading, feel oppressed. So it makes them dislike to read a book and more interesting in games or gadgets. In literacy class, reading and writing experience can not be separated. Reading must be a part of daily life if we want to improve children ability and literacy. The parents and teachers have to make same perception in children's stimulation. The teachers make interesting and meaningful lessons which appropriate children reading development. The parents and family give example and support to the children how to like reading book. Their environment will be colouring their activities or habits so they can be a good reader.

Keywords: reading development, reading habit, early childhood.

In present, a program for developing literacy in children from birth to seven years. It based on the following rationale (IRA, 1985). Play is the most natural of childhood activities and one of the most frequently observed. Hughes offers three criteria that may help to define play such as; freedom of choice, personal enjoyment, focus is on the activity itself rather than its outcomes. These criteria are foundational to the play process and in connecting children's development with their learning (Hughes: 2003).

In contrast to findings described above, DeBaryshe (1995) did not find a significant relation between reading style and children's interest in reading. However, her study did not involve direct observation of affective quality nor direct assessment of children's interest but instead coded types of verbal comments/questions during reading and mothers' reports of the frequency with which their children asked to be read to or read by themselves. DeBaryshe had hypothesized that maternal beliefs about children's literacy development would predict socialization practices, which in turn would predict children's interest in reading. She used two separate samples of mother/preschool children dyads.

Both samples were predominantly African-American, one low income, the other mainly working class families. To assess maternal beliefs, mothers filled out questionnaires about their views on their role as their children's teachers of school-related skills, the importance of positive affect associated with reading, importance of the child's participation in the reading interaction and several other factors. Information about reading practices was based on tape recordings of a dyadic reading interaction. These recordings were coded for the types of conversation that occurred, including the nature of questions asked and the type of feedback given to the child.

Children's interest in reading was indexed by maternal ratings of their children's enjoyment of being read to, requests for others to read to them and frequency with which children read on their own. The pattern of results was fairly consistent across the two samples. Although maternal beliefs about literacy development predicted reading practices, reading practices did not predict children's interest in reading. However, maternal beliefs did predict children's interest in reading.

Morrow (1993) divides the early reading activities for children into three stages. The first stage is a child realizes meaningful words and close to the child's life. This stage is shown in a child's reading behavior when reading food labels favorite, read his name, read the signs on the road, and read some of the names of restaurants frequented by children.

Figure 1. Children Sensory Manipulative Experiences

Teale (1981) relied on Vygotsky's (1962) theoretical framework when he identified children's initiation into book reading as a process in which they move from total reliance on the adult to independent reading as a result of modeling and interacting with the adult. Vygotsky had earlier described intellectual skills as growing out of social interaction, claiming strongly the social origins of cognition. From that perspective, the importance of read-aloud events is their social interactiveness,with the adult serving initially as mediator between text and child and providing the opportunity for both adult and child to make or take meaning from the text. The event gives die child both a model of adult reading and a support system during the child's transition to independent reading. During story reading, meaning is negotiated through the interaction of adult and child; it is constructed and reconstructed throughout the event (Piaget & Inhelder, 1969).

According to Solehuddin, dkk (2008) Children reading development in four ways: (1) Beginning reader, (2) Emergent reader (3) Early reader and (4) Fluent reader. Beginning reader is the children like to see someone who is reading something for them. They use pictures for reminding a story and show reading behaviour. Emergent reader is the children begin to suit writing and speaking. They are brave to read a simple word.

Picture 1. The book for emergent reader (source: private documents)

Early reader is the children can identification and understand the words in the sentence. They can adapt how to read the sentences.
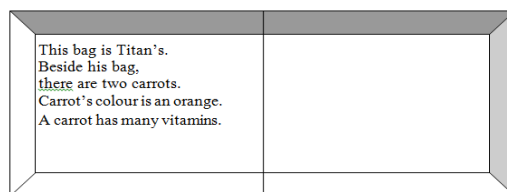
Figure 2. The book for emergent/early reader. (source: private documents)

Fluent reader is the children can make connection what knowledges they have known and new knowledges. They are thinking about a writing message and their experiment to get an understand.
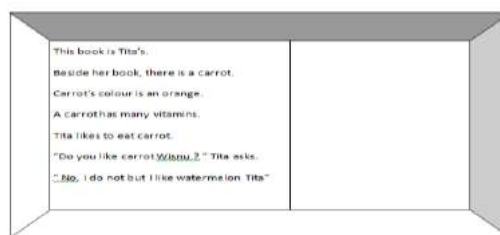
Picture 3. The book for early/fluent reader. (source: private documents)
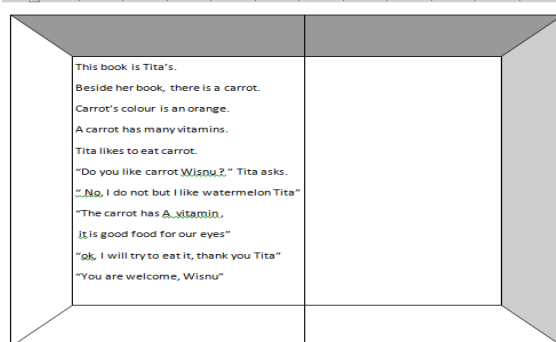
Picture 4. The book for fluent reader. (source: private documents)

Both the frequency of reading aloud and the nature of the interaction that occurs during joint reading are important. Active discussion about story, particularly discussion that involves open-ended questioning and decontextualized talk is moststrongly associated with children's gains in vocabulary and literacy skill (Dickinson and Smith: 1992). Reading aloud may also have positive affective consequences by increasing children's interest in books, motivating them to engage in independent book-related play (Morrow, O'Connor, & Smith, 1990).

The present research explores the relation between characteristics of home-based dyadic book reading interactions and children's early literacy skills as well as their self-reported motivations for reading.We focus on the nature of utterances, the social/affective quality of the interaction, the age of the participants and the familiarity of the book

being read. Consistent with other researchers, we use the term early literacy skills to refer to those skills that are thought to be relevant for the acquisition of conventional reading skills (Snow et al., 1998).

At home, parents have a unique opportunity to introduce children to literature from an early age. These interactions help young children develop literacy skills that are invaluable for the future, as they provide a foundation for reading and writing.

"Read Aloud"—Kathy Egawa and Jennifer Katahira (2000) espouse the belief that "Reading Aloud is seen as the single most influential factor in young children's success in learning to read." They reiterate the ideals of Mem Fox, who calls for both parents and teachers to recognize the benefits of reading aloud on a daily basis. Choose a quality piece of literature and share it with young children, either in a lap reading setting (one on one), or in a small or large group setting.

Share a Variety of Books with Young Children - Some books quickly become favorites, and it is often important to read and re-read books, for children to feel comfortable with the plot and characters. Young children enjoy the predictability of some books, and this makes for a very successful reading session. Introduce the classics (nursery rhymes, fairy tales, etc…) or search for books with rhythm or rhyme that engages young children. As parents and teachers, we must not forget the need to introduce expository (informational) texts. Children benefit greatly from reading and interacting with books that challenge their understanding.

Talk About Books - Simply reading a fictional story book or informative text aloud does not develop an appreciation of the experience. Ask questions as the book is being read - "What do you see on the cover?" "What do you think the book might be about?" "Who is the author or the illustrator?" "Who are the characters?" "Where does the story take place?" Occasionally, you might consider stopping at a special place in the story to have young children predict what might happen next.

Provide Books in a Variety of Settings - Keep books in the car for entertainment. Prepare some favorite books on tape for young children to follow along with the story as you read; they can listen in the car, or using a 'walkman' they can listen anywhere! Buy books for the bathtub or to share by the pool or at the beach. Take a special book about zoo animals to read along at a trip to the zoo, or a book about food to the grocery store.

Bring Books to Life - Consider dressing up as a favorite character or making puppets of all the characters in a favorite story. This gives children the opportunity to "act out" favorite stories and to interact with the dialogue. Reading a story and retelling a story are two distinct skills, and young children are quite capable of retelling a favorite story if given the opportunity to think about the beginning, middle and end, and the main elements of the plot.

Showcase Letters and Words! - Emphasize to young children the fact that letters make up words and words make up sentences that create the stories they are reading. Take the time to point out other words that begin with the same letters as the letters in their name. Let young children tell you the sounds they hear as you read to them the many different words on the printed page. This "phonemic awareness" is the foundation for future success in reading.

Schickedanz (1999) lists several myths that surround literacy development. These are important to consider, as they help us recognize the fact that we have an important role in the child's language development.

Myth #1: Oral language must develop before written language can begin. Although oral language development is essential to good written language development, it is not a prerequisite in the way it was once believed. Oral and written language skills develop simultaneously, with supporting each other.

Myth #2: Children learn oral language naturally, but acquire literacy knowledge through direct instruction. We tend to overestimate the extent to which oral language learning simplyunfolds through maturation, regardless of the social circumstances, while we underestimate the extent to which written language learning can occur in day-today functional contexts, starting long before children receive formal instruction in the classroom.

Myth #3: Children must achieve a certain level of physical and mental readiness before written language learning can occur. Variations in rates of literacy development are due primarily to individual differences in children's learning rates, rather than to differences in children's early literacy experiences.

Children filled out survey forms concerning their after school activities on the previous day (Greaney,1980). Such surveys were completed once before the study began and again at its end. Items referring to voluntary reading were embedded within the lists of activities. The survey asked children to check all the things they did after school and before they ate their dinner, offering them the following choices: (a) played outside, (b) watched TV, (c) read or looked at a book, (d) read

or looked at a magazine, (e) played with toys or games, (f) did homework, (g) went to an after schoolactivity (sports, lessons), (h) went somewhere with a grown up,(i) listened to records or tapes, (j) did some arts and crafts. Children were asked to complete the same list indicating how they spent their time after dinner until they went to sleep. After checking off each list, they were asked to go back and circle the onething that they most liked to do. Children were asked to name favorite book titles, authors, and il-lustrators as indicators of their use of literature.

There are 20 students who joined this research, 8 girls and 12 boys. This research used action classroom, it was divided two cycles. The first cycle was on , the second cycle was on .
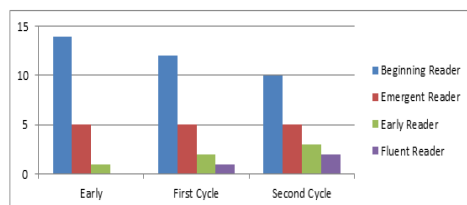
CONCLUSION

Teachers, parents and others have to make commitment to give children meaningful and enjoying activities. Teach them how to get enjoying experience in reading and confident. By seeing, touching, listening, they can explore sensory manipulative experiences. They have their own style of learning and appreciate their own reading development. Giving them rich

literacy experiences and make reading habit as enjoy as playing games or television.

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MAPPING CAREER OPPORTUNITIES OF EDUCATORS

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ABSTRACT

Mapping career opportunities educators. This study is aimed to describe the career opportunities of educators through training, promotion and transfer. This study used a qualitative approach with multiple case study design. This design is chosen because researcher want to map out and compare the educators'career opportunities on three High School, namely SMA Negeri 17 Makassar, SMA Islam Athirah Kajaolaliddo and SMA Negeri 1 Makassar. The research instrument is the researcher himself by taking a sample by purposive technique. The subjects were thirty informants. The data collection was done by using interviews, participative observation, and documentation. The data were analyzed constant comparatively with cross cases. The results showed that (1) the career opportunities of educators facilitated by the foundation to provide pre-service training and job training to increase knowledge and skills in teaching; (2) the career opportunities of educators through the promotion and advancement of structural positions implemented in the following aspects: (a) the procedure for promotion and advancement for educators comprise eight phases, (b) criteria for promotion and advancement of educators, among others, have passed pre-service training, linearity, and fulfill credit score and get A score in performance assessment, (c) promotion procedures of structural positions for educators consists of five phases, and (d) the criteria for promotion structurally divided into three main parts, namely the position of school principal , vice-principals, and ancillary tasks; (3) Educators are transferred either between regions and between the office no change financially and responsibility.

Keywords: mapping, career opportunities, educators

Educators (teachers), students, and curriculum are the three main components of education. Out of the three components, educators' factor is rated as the most important factors and strategic because it can influence the students' quality.

Daryanto and Tasrial (2015:74) states that the quality of education is determined by the quality of the teachers. The learning process is fun, exciting, and educate only be done by qualified educators. An indicator of the educator quality is able to maximize career in education.

But so far turned out to the career opportunity of educators have not met the appropriate portion. As perceived by educators in SMA Negeri 17 Makassar, SMA Islam Athirah Kajaolaliddo and SMA Negeri 1 Makassar.

Some of the career opportunities that can support educators profession are: (1) training, (2) promotion and advancement and structural (ancillary tasks), and (3) mutation. Those three part are the primary focus of this study.This study is necessary because if an educator career increases then of course the recognition on institution will also increase as evidenced by enhancement in wages or salary and reward highly influential on job satisfaction.

The tasks and responsibilities of the educators are required to be an agent of change. One way to meet these requirement, namely through training. As stated Filippo (1984:257) as follows.

> Though sometimes neglected in career workshops, the employee needs to know what types of jobs are now and will be available in the immediate future, as well as in the medium and long range. Information should be provided concerning actual duties of the jobs, as well as what is required in the way of training and development. Employees need to know how they become eligible for training, and the selection criteria for those who have completed training. And finally, it is important to know what job lead to other jobs.

In essence, the training can be divided into two, namely the pre-service training and in-service training. Pre-service training is a training that is given to civil servant and non-civil servant with the aim skillful to carry out tasks that will be entrusted to him. Pre-service training is a form of training that aims to improve the quality, expertness, abilities, and skills (Thoha, 2008:40).

The term promotion means increased. Flippo (1984) defines promotion as the transfer from a position to another position which has the status and responsibilities of higher and is usually accompanied by an increasing salary or wages. Furthermore

Sikula (1981) looked technically promotion, which is a transfer within the organization from one position to another involving the increase in wages and status.

Promotion is the reward to outstanding educators to greater responsibilities, such as promotion ofa higher position. Promotion in the form of promotion of civil servants is set on April 1 and October 1 of each year, unless otherwise for some types of promotions that may be specified. There was also a promotion to a structural position (Thoha, 2005: 33).

One of the function of development of educators is to increase efficiency and effectiveness in workplace through transfer. Dessler (2011: 15) mentions transference is a transfer from current job to another, usually without any changes of salary levels. Saydam (2005: 554) bisects the notion of transfer, namely: (a) activity relocate staff from one workplace to the new workplace, and (b) the activities relocate staff from one job to another in the same unit. The term mutation is defined relocate staff from one office to another office, whether the same level of pay or wages or lower than the original (Manullang and Manullang, 2011: 157). While Castallo (1992: 145) considers the term mutation consists of two meanings, namely: (1) changes in the level of "class", and (2) the movement of employees from one term in another area.

METHOD

This study used a qualitative approach with multiple case study design. The study design is chosen because researchers desire to compare and map out the career opportunities of educators on three High School, namely SMA Negeri 17 Makassar,SMA Islam Athirah Kajaolaliddo and SMA Negeri 1 Makassar. The research instrument is the researcher herself by taking a sample with purposive technique. The subjects were thirty informants consisting of excel educators, vice principal of curriculum affair, vice principal of human resources affair, vice principal of public relations (PR), vice principal of students affair, vice principal of facilities and infrastructure, counselors, school principals, head of human resources division, employee of the Education Department's office of Makassar, and supervisors. The data collection were done by using interviews, participative observation, and documentation. Furthermore, the data were analyzed by

constant comparative technique of cross-case through three strands, namely: data reduction, data presentation, and drawing conclusions.

FINDING AND DISCUSSION

Based on analysis of cross-case with constant comparative method findings related to the first focus can be presented. Aspects of pre-service training (pelatihan prajabatan) can be explained as follows. First, educators must attend pre-service training (preservice training) when it has passed the selection recruitment. Educators who pass the selection in government schools have status as the prospective civil servant, while educators who are received in private schools begins with the pre-contract status. Second, the material in pre-service training (preservice training) for educators in the School Self-contained Category is quite diverse, namely: the civil servants responsibility, the State Guidelines, Guidelines the Pancasila (P4), civil servants' discipline, civil administration, the KALLA's value and UMMI method based on Al- Quran.And third, the waiting period of the implementation of the existing pre-service training in a range of weekly and yearly.

Further the aspects of in-service training can be described as follows. First, a variety of in-service training is the realization of the program of the various elements are mutually continuous, they are; the school unit / high school, city deliberation subject teachers (MGMP), city education office(Dispend Kota), province education office (Dispend provinsi), Institutions Education Quality Assurance (LPMP), Ministry of Education and Culture (Kemendikbud), the Human Resources department, and other agencies. Second, the in-service training in the form of professional, technical, personal development, general, and specifically to increase knowledge and skills of educators. Third, shall be attended by educators with the recommendation of the school principal, the instruction of human resources division, as well as a request from the organizers of training.

There are four aspects related to the second focus, namely: (1) procedure of promotion and advancement, (2) criteria for promotion and advancement, (3) procedures structural promotion, and (4) the criteria for promotion structural position. The findings of the fourth aspect are described as follows.8

Aspects of the promotion and advancement for educators in School Self-contained Category (Sekolah Kategori Mandiri) consists of eight procedures. First, the leaders issued a submission letter on behalf of the names of the educator that it was time to propose a promotion. Educators at SMAN 17 and SMAN 1 Makassar formally not get a letter of delivery, but with its own consciousness can know the time of the nomination of promotion based on regulations (Permen PAN dan Birokrasi No. 16 tahun 1999). In contrast to high school educators in Islam Athirah who had obtained a formal submission letter of the head of the HR department of the names was time proposes a promotion. Second, the principal forward the submission letter to the teachers concerned to follow up. Third, educators responded by collecting archival Decree tasks and training certificates. Fourth, compile the List of Proposed Establishment of Credit (Dupak) either independently, employee assistance, or a more experienced colleague. Fifth, educators complete the file of proposing a promotion with a cover letter from the principal. At this stage it is at the core procedures for promotion and advancement acknowledged by the principal. Sixth, the proposing promotion file assessed by the assessment team credit score. For educators at SMAN 17 and SMAN 1 Makassar held at Makassar education office. While for educators at SMA Islam Athirah Kajaolaliddo is held by the internal management (director and head of the division). Seventh, the submission of names who passed to the authorities in order to be issued promotion Decree (SK). Eight, issued Decree (SK) Promotions for educators SMA 17 and SMA Negeri 1 Makassar Makassar by the local government (rank III / b - IV / a) and the central government (rank IV / b -iv / e). Published Decree (SK) for educators SMA Islam Athirah Kajaolaliddo by the director of the foundation.

Aspects of criteria for promotion and advancement of educators in the School Self-contained Category, include: (1) pass pre-service training. Differences in implementation of the Pre-service for educators of civil servant status with pre-contract lies in the diverse participants, content and duration of implementation. Pre-service training for employees is run for a month with a variety of materials provided to participants from various institutions. While pre-service training for pre-contract in Athirah foundation is run for a week with materials about the KALLA's values and UMMI methods based on Al-Quran (specifically for educators). (2) Linearity, means that educators have educational qualifications in accordance with the subjects taught in schools. Linearity educators in the School Self-contained Category (SKM) is also linked with the educational qualifications possessed, namely Minimum Bachelor (S1). (3) Particularly, or educators in SMAN 17 and SMAN 1 Makassar must meet credit numbers as stipulated in the Regulation of the Minister of Administrative Reform and Bureaucratic Reform (PERMEN PAN dan RB) No. 16 of 2009. (4) Educators at SMA Islam Athirah Kajaolaliddo should get an A in performance assessment. The performance assessment is made up of ten indicators, namely: knowledge / expertise, planning, creativity, communication, leadership, discipline, motivation worship, service orientation, encouragement of achievement, and work in teams.

Procedures aspects of the promotion of structural position can be explained as follows. First, the coordination between the leadership and the principals on behalf of the educators' candidates worthy of being promoted to certain positions. Leaders is meant is the head of the education office of Makassar for educators in SMA Negeri 17 Makassar and educators in SMA Negeri 1 Makassar. While the leadership the SMA Islam Athirah Kajaolaliddo is the head of the HR department. Second, the principal mapping the names of the candidates who are match the criteria. In this section mapping the names of candidates intended for educators who will be promoted to the position of prospective principals, vice principals, homeroom teacher, coordinator of subjects, laboratory head, and the head of the library. Third, for the present the leadership positions in the public schools mandatory through the process of bidding positions. Difference with the process for the educators at SMA Islam Athirah Kajaolaliddo, which should be based on the recommendation from the principal of SMA. The result of this recommendation is followed up by the HR department in promoting the educators for the position of school principal or vice-principal position. Fourth, some of the positions such as: homeroom teacher, subject coordinators, assistant vice principal, head of the laboratory, and the head of the library are appointed directly by the principal due to the

prerogative. Fifth, involve subordinates in the election of vice principal in particular in the public schools.

Overall the aspects of the criteria for promotion of structural position for educators in the School Self-contained Category consists of ten parts. But implicitly ten sections include criteria for promotion principals, vice principals and other ancillary tasks. First, to the position of principal at least had ever served as vice principal, has the ability to draw up strategic plan and has passed the selection test (psychological test and interview). Especially for candidates from public schools at least have the education or training as prospective principals. Second, for the post of vice-principal position at least had ever served homeroom, understand the task of vice-principal, disciplined, responsible, and carry out tasks as instructed. Third, for a position as a homeroom, coordinator of subjects, head of the laboratory, and the head of the library at least have a discipline, responsible, carry out duties as instructed, have a good work ethic, social skills, and able to work in teams.

Furthermore associated with the third focus it was found two aspects of the career opportunities of educators through transfer, namely: (a) the basic mutation, and (b) the impact of the mutation. Both aspects will be described as follows.

First, educators including principals were transferred to other schools based on individual requests and policy leaders. In general, educators in term civil servant (PNS) whose transfer on the basis of own requests has several reasons, among others: (a) feel comfort because in proximity with family, (b) be able to compete globally, (c) opportunities to teach in other schools because teaching staff vacancy on specific subjects, (d) be able to have more diverse activities (not monotonous). In contrast to the educators at SMA Islam Athirah Kajaolaliddo who cannot propose own transfer? Transfer for educators at that school entirely within the authority of the HR division.

While transfer of the principals in Negeri 17 SMA Makassar and SMA Negeri 1 Makassar based on officers' policy, namely the head of city education department Makassar and head division of HR. The school principal also frequently conduct transfer in his school. Every new school year transfer is carried out on homeroom and vice

principal by reasons of needs and based on performance.

Second, educators transfer affect inter alia: (a) transfer school principal is still influenced by practical politics so that they have to show loyalty if they desire to maintain its position. In contrast to transfer process of school principals at SMA Islam Athirah Kajaolaliddo is not influenced politically but entirely within the authority of the head of the HR department. However educators at that school at any time to be ready transferred to other units in various regions (Bone district, Bukit Baruga-Makassar, and Kajaolaliddo-Makassar). (b) For educators in SMAN 17 and SMAN 1 Makassar, transfer impact on the fulfillment on personal comfort because it is not separated by a distance so they can gather with family. (c) Opportunities for educators in the School Self-contained Category for developing potential, personal enrichment, and innovate.

People who are competent can be provided in two ways in the organization. First, organizations can select the best ones. Second, people who are in the company can be trained and developed to exert their full potential. Good training and development can be organized in two situations: (1) when work require individuals that have expertise knowledge, or attitudes that are different from the currently owned; and (2) when the progress in the organization requires individuals to have different or new skills, knowledge and attitudes. (Simamora, 2006: 276). Furthermore Simamora (2006: 277) argues that the purpose of training in essence can be grouped into five areas, namely: improve performance, update the expertise of employees in line with advances in technology, reducing the learning time for new employees to be competent in the job, to assist solve operational problems, prepare employees for promotion, to orientate the employees towards the organization, fulfill the personal growth needs.

For the promotion and advancement of civil servants has been stipulated in Government Regulation No. 3 of 1980 is as follows: (a) Regular promotion is a promotion given to the Civil Servant that meets the requirements prescribed without regard to the current position, (b) Promotion of choice is given to the Civil Servant who assumed office a certain structural or functional positions that have met the requirements specified, (c) a special

promotion given to civil servants who demonstrate exceptional performance to the good; new discoveries that benefit the state, and (d) the promotion of devotion is given to civil servants who have reached the retirement age and will end his tenure as civil servants with pension rights (Thoha, 2008: 34).

In general matters taken into consideration for placement in the positions is the assessment of the work performance, expertise, attention (interest), list of ranks, loyalty, experience, reliability, and potentially to be developed. (Thoha, 2008: 37).

There are three systems in employees transfer, namely merit system, seniority system, and the spoil system. First, merit system is based on the scientific, objective, and job performance. Merit system or the career system is a mutation that is good for several reasons, among others: (a) output and productivity will increase, (b) work spirit increase, (c) the amount of the mistake decreased, (d) attendance and discipline employees be better, and (e) the number of accidents will decrease. Second, the seniority system is a transfer that is tenure based and concerned with age, and work experience of the employees. Such mutation system is not objective because skill of the transferred people are not guaranteed be able to assume new post. Third, spoil system is based on familial transfer. Systems such mutation is not good because it is based on considerations like or dislike (Hasibuan, 2012: 103).

CONCLUSION

Based on the description in the results and discussion, it was concluded that (1) the career opportunities of educators is facilitated by the agency to provide pre-service training and in-service training to increase knowledge and teaching skill. (2) Educators career opportunities through promotion and structural positions outlined in the following aspects: (a) procedures for the promotion and advancement of educators includes eight stages. The difference of these stages lies in submitting; formal and non-formal as well as the authorities issued the decree of promotion, (b) criteria for promotion and advancement of educators, which have passed pre-service training, linearity, fulfil credit score and get an A in performance assessment, (c) promotion procedures of structural positions for educators consists of five stages, and (d) the criteria for promotion structurally divided into three main parts, namely for the position of principals, vice principals and other ancillary tasks. (3) Educators are transferred between regions and between the same office without change financially and responsibility.

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PATTERN OF SCHOOL REFUSAL BEHAVIOR ON STUDENT; BACKGROUND, TRIGGERS, AND TREATMENT

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ABSTRACT

School refusal behavior refers to the avoidance of a child attending school and/or persistent difficulty staying in the classroom throughout the school day. Based on a review of the scientific literature, the purpose of this study are: first, examine the pattern of school refusal from the perspective of psychoanalytic theory; the theory of behavioral and cognitive theory. Recognizing the background, trigger school refusal and intervention strategies. This paper concludes that: first, the school refusal background in psychoanalytic is from separation anxiety and hallucinations, in the cases studied student are frightened to his teacher manifested as though seeing a ghost in classroom and out classrooms. In Cognitive view, the the background of the school refusal i.e.: affected by irrational beliefs of students to the school. In behavioristic theory argues that school refusal as a learned response to specific stimuli associated with the school environment. The triggering factors of the school refusal i.e.: a) the child has anxiety, such as (separation anxiety), b) the fear experienced by children related to academic activities, c) a parent is sick or conflict in the family, d) the intensity of stress while at school in caused because teachers or a friends at school. Interventions for reducing school refusal behavior can vary in strategies i.e.: cognitive restructuring, reframing, exposure (systematic desensitization, in vivo desensitization), differential reinforcement, modeling, and extinction.

Keywords: pattern of behavior, school refusal, triggers, interventions.

At present, the school has become an essential environment that cannot be separated from the child's life because most of the time children spent on activities at the that place. But there are some children who cannot enjoy school activities because of excessive fear feeling (Beidel & Turner 2005). This fear may be caused by less pleasant events associated with teachers, friends, lessons, or even a problem with the family, which makes the child feel uncomfortable to go to school. Unfortunately, not all children are able to express the problem to others and tend to hide his fear itself (Wenar & Kerig, 2005). It makes them do not get help to resolve his problem although on the other hand they are also difficult to find a way to overcome his fears. Quite often children end up refusing to go to school to avoid the things that he feared.

School refusal peaks at ages 5-6 and 14-15, however the mean age falls around 10. Overall, school refusal is equally distributed among gender, socioeconomic status (SES), and intelligence (Kearney & Albano 2000). There are, however, some demographic variables that are associated with specific subtypes of school refusal. For example, children with a low SES tend to be more anxious or fearful of social elements of school (teachers and peers), whereas those from higher SES's are more afraid of evaluative situations such as grades and exams. Further, school refusal with or resulting from separation anxiety seems to be comprised of more females, while school refusal associated with a specific phobia seems dominantly male (King, Ollendick, & Tonge 1995).

School refusal behavior is a psychosocial problem for students characterized by severe emotional distress and anxiety at the prospect of going to school, leading to difficulties in attending school and, in some cases, significant absences from school (Kahn, Nursten, & Carroll, 1981). In addition to severe emotional upset, researchers have differentiated school refusal from truancy in terms of two other features: children who exhibit school refusal behavior remain at home with their parents' knowledge, and they do not exhibit characteristics of conduct disorder (Elliot, 1999; Heyne, King, Tonge, & Cooper, 2001).

Kearney (2007) suggests, or whether school refusal behavior should be distinguished from truancy as a different type of school attendance problem, as Heyne and colleagues (2001) recommend. Although there is no definitive consensus, there seems to be general agreement among a number of scholars in this area that there are different types of "nonattenders" (Elliott, 1999; Heyne et al., 2001). Scholars have described school refusal behavior fairly consistently, with a few exceptions (e.g., Kearney, 2008), as a subtype of nonattender: students who have attendance difficulties resulting from emotional distress. Although there is a lack of consistency in the literature regarding the operationalization of school refusal, this review will adopt the definition of school refusal as school non-attendance associated with anxiety or distress.

The prevalence of school refusal is similar across socioeconomic groups and gender but is more common between the ages of 5 and 8 and 10 and 15, when children are either starting school or experiencing transitions between schools (Fremont, 2003; Heyne et al., 2001; Last & Strauss, 1990). Children who present with school refusal may meet criteria for multiple internalizing and externalizing behavior problems, including anxiety, depression, phobia, separation anxiety, aggression, temper trantrums, and non-compliance (Egger, Costello, & Angold, 2003; Heyne et al., 2001; Kearney, 2001).

School refusal is a complex problem that has been found to have multiple causes and be maintained by factors across the child's ecology (Thambirahah, Grandison, & De-Hayes, 2008). The onset of school refusal can occur gradually, either with no obvious etiology or as a result of a specific trigger. Stressors implicated in the onset of school refusal behavior include illness, problematic family dynamics, traumatic experiences, and school-related factors (Kearney & Bates, 2005). Individual factors associated with school refusal include personality characteristics, such as introversion, temperament, low self-confidence, and behavioral inhibition (Thambirajah et al., 2008). Family factors include increased rates of panic disorder and agoraphobia in parents of children with school refusal behavior, dysfunctional family interactions (e.g., overdependency, conflict, detachment, and isolation of family members), and poor communication (Bernstein & Borchardt, 1996; Martin, Cabrol, Bouvard, Lepine, & Mouren-Simeoni, 1999). Individual, family, and school context appear to be important to understanding the causes as well as the maintenance of school refusal behavior.

RESULTS AND DISCUSSION
Characteristics Of Students With School Refusal

Anxiety, depression, and physical complaints are frequently associated with school refusal. 1) Anxiety, Students with school refusal often exhibit separation, social/performance, or more generalized anxiety reactions as well as other anxiety disorders. Separation anxiety. Students with separation anxiety, which is most common in younger children, become preoccupied with thoughts of harm befalling a loved one and are overly dependent on parents and other caregivers. They may cry, kick, or run away to avoid coming to school. Many young children experience separation anxiety in preschool or when starting kindergarten. However, if the

behavior continues for weeks or even months, it is more serious and needs to be promptly addressed. 2) Social/performance anxiety. Students with social/performance anxiety worry about what others think, are concerned about how they will be judged, and fear humiliation. They may have intense anticipatory anxiety about giving speeches, taking tests, or participating in sports. 3) Generalized anxiety disorder. Students with generalized anxiety disorder (GAD) have excessive anxiety and worry about any number of situations and events. Their worry and anxiety is over and above

Etiology

The origin of school refusal shows heterogeneity similar to its behavioral presentation. Different factors that may influence the development of school refusal include a genetic predisposition, the home and family environment, the school environment and social pressures, as well as learning theories that emphasize the role of social reinforcement and modeling (King, Ollendick, & Tonge, 1995). It is possible that the four functions of school refusal may have distinct patterns of contributing factors, however this research is only in the early stages (Kearney, 2007).

A genetic predisposition is an inborn vulnerability that would place a child at higher risk for anxiety or emotional disturbances. Essentially, some expression of the genetic code makes these children more susceptible to developing school refusal behavior in response to anxiety or fear provoking situations. This may be seen more dominantly in the first three profiles; avoidance, escape and attention seeking (Kearney & Albano, 2000). Temperament is another genetic factor that has been implicated in school refusal. Emotional reactivity, activity level, mood and adaptability are components of temperament that can influence how we handle difficult situations. Finally, separation anxiety has been shown to have a weak genetic component (Doobay, 2005; Masi, Mucci, & Millepiedi, 2001). This means that if someone in the child's family has difficulties with anxiety, the child may be a greater risk to develop separation anxiety, and in turn more likely to refuse school.

School refusal an overview the perspective of "unconscious" Freud theory

Freud with his psychoanalysis has been the approach in the interpretation of behavior. Freud is a figure of the most widely discussed for the existence of the subconscious or the unconscious. According to Freud, the subconscious full deep thoughts and emotions and sometimes can express in various forms, one of which hallucinations. Freud said that although the subconscious is a part that missing from sight and its existence is often not realized, instead he is a deep conflict which will

affect the behavior of individuals (Freud in Sharon, 2005). Thus Freud's approach is one approach that gives contribution individuals psychic who are often difficult to be understood by naked eye.

On this basis, Freud's approach will be used to analyze one case of school refusal which is based on hallucinations, namely the students fear go to class and school that caused the students as if seeing a ghost. The approach will be one of the foundations in the reading and study of conversation between the counselor and counselee.

One of the concepts developed Freud is about the unconscious. According to Freud, the basic schematic of the individual soul is divided into three parts, namely conscious containing matters is based, natural pre-conscious that contain memory which can be recalled in conscious with little effort, and unconscious into place for the wishes, desires, thoughts, and emotions within the individual that cannot appear in consciousness, either caused of painful or desire. Freud strongly emphasizes the existence of the unconscious because although it is not realized, the unconscious is actually mostly affects individual behavior.

According to Freud, the unconscious material that contains something painful or desire through repression mechanism that is essentially a mechanism that closes minds, attitudes, and memories from conscious. However, as revealed by Freud, "everything that is repressed is unconscious; but we cannot assert that everything unconscious is repressed "(Freud, 1956) which means that it does not always matter which is in repressed the unconscious.

School Refusal Based on behavioral perspective,

Behavioristic theory argues that school refusal as a reaction to a specific stimulus learned related to the school environment. If the stimulus gets reinforcement associated with school refusal, then the behavior will be stronger / survive. According to Walker and Robert (1992: 168) school refusal is a form of behavior that can not adapt to the learning, which is a school refusal behavior maladaptiv with learning, is basically a behavior arising from the stimulus arising from the interaction of the mother and child. Kids who learn that school refusal stimulus acquired while he was at school was not fun when compared to the time he shared with his mother. This behavior is reinforced by reward or reinforcing factors (reinforcement) of mothers' behavior (parenting) is likely to increase if the child does

not go to school, and so on then the child develops a school refusal behavior.

At school refusal behavior, anxiety factor originated from low self-reliance among the interaction of parents and children who are too dependent on each other, so that when the parent and child interaction is experiencing a bottleneck, then it can cause anxiety in children in particular. When a child who always wants to be close to her mother can create a variety of reasons to stay at home, and the mother succumb to these reasons, the child will receive reinforcement that is a pleasure to stay at home. If the behavior occurs repeatedly, then the child will learn from the response that each time the child's mother will not go to school for various reasons, his mother would allow. In accordance with the behavioristic theory, in which the mother's behavior unconsciously occur as conditioning the child's behavior. The relationships formed between parents and children were also able to affect the incidence of school refusal behavior in children. One example of the relationship of children and parents are parenting, which can also lead to breaking down the school (school refusal) in children. Inadequate parenting as discipline is lacking, overinvolvement, or neglect of parents can raise or strengthen school refusal in children.

School Refusal Based on Cognitive perspective,

The etiology of school refusal behavior is complexly determined, However, temperament, family influences, and school experiences have allbeen indentified in the etiology of school refusal (King, at all, 1995). In additional stessful live events at home or school frequently occasion the onset of school attendance difficulties. Regardles of the initial cause of school refusal, the anxiety reduction assosiated with avoidance and/ or positive reinforcement recieved for staying at home become poweful motivating conditiaon for the child to continu to refuse togo to school.

The reciprocity beetwen these factors and the child's perception and cognitions must also be emphasized. Clinical evidence suggest that school-refusing children have low self efficacy and engange in anxiety-arousing thought in ambiguous or threatening situations. Parents may fail to work consistenly as ateam in helping their child and or lack the requisite child behavior management skills to ensure that the child return to school (King, at al., 1995).

Trigger of the school refusal

School refusal is often the result of separation anxiety, social anxiety, or performance anxiety (e.g., about speaking in front of others), or anxiety related to test-taking, athletic competition, or academic difficulties. Students may refuse to attend school to escape from a situation that causes

anxiety or to gain attention from a parent or other caregiver. Some students may feel that the school environment is cold and unwelcoming and a place where they experience failure. Consequently, they give up and just stop coming. Some students feel unsafe at school due to bullying or gang activity, and experience emotional difficulties associated with coming to school.

School refusal has been found to occur more often after vacations, weekends, or at the beginning and end of the school year. Events that prompt school refusal include the death of a loved one, a prolonged illness, moving or changing schools, entering kindergarten, and the transition from elementary to middle school. The problem is more severe in older children than younger children.

The cause of school refusal but in general Setzer & Salzhauer (2006) cites four reasons for avoiding school, namely: (1) to avoid the object or situation that is associated with the school that brings distress; (2) to avoid the situations that bring discomfort both in interactions with peers or in academic activities; (3) to seek attention from significant others outside out of the school; and (4) to look for pleasure outside school.

The home environment can be a cause of significant stress, and this stress can result in school refusal behavior. For example, moving to a new house or city may mean changing schools. This can be very difficult on children, especially if they did not want or expect to change. As a result, they may refuse to go to the new school as a way of fighting that change (King, Ollendick, & Tonge, 1995). Family stress can also play a role in school refusal. Illnesses, accidents, operations or deaths within the family can be a cause of acute school refusal, which may develop into chronic refusal if the child gains access to reinforcement from not attending school. Another consideration of the home environment is any marital conflict or parental psychopathology. These issues can lead to school refusal because they cause stress to the child, and also have an impact on parenting practices. Worse still, they can impact the effort and willingness of the parents to find solutions and resources for their child's school refusal. In these situations, it is important to find a therapist who understands how to work with the parents as well as the child (Kearney & Albano, 2000).

Although school factors are more straightforward, there is a substantial number of potential problems. Tests, homework, social pressures, bullying, and public speaking can all be sources of anxiety or fear leading to school

refusal. The problem lies in understanding which factor is responsible for the refusal behavior. Bullying, homework, and social pressures can be consistent or daily, whereas tests, presentations and public speaking are less frequent. This is when soliciting the teacher is most helpful, as they can provide a schedule of homework, tests, and presentations while also giving insight into the classroom dynamic. If there is an issue of bullying, there is a good chance the teacher knows about it, or can at least make an educated guess. Using information from both the child and the teacher should be a priority in determining the cause of school refusal (Kearney & Albano, 2000).

The Intervention

Learning theories can also be used to understand the initiation and maintenance of school refusal. Most of these theories focus on the role of reinforcement, however there is also a social learning theory that includes modeling and shaping of behavior (King, Ollendick, & Tonge, 1995). For example, mothers are often seen as a safe place during early childhood development.

Fear can be learned through direct conditioning, vicarious conditioning (modeling), or the transmission of fear messages (King, Ollendick, & Tonge, 1995). A fear of school and school related stimuli can be developed in a child by watching their older siblings or friends display a fear reaction (modeling), or simply by listening to their parents discuss a fearful element of school (transmission of fear messages). While it is possible to develop a strong fear simply by observations or based on accounts of others, it seems that direct conditioning is more likely to be involved in fear-based cases of school refusal (King, Ollendick, & Tonge, 1995). This type of learning includes the child experiencing the feared situation or stimuli his or herself. This experience can lead to the development of a specific phobia, which would propagate the avoidance of that stimulus. If the stimulus is within the school environment, school refusal behavior may follow.

Psychosocial interventions for youth who exhibit school refusal behavior generally fall into one of four categories: behavioral approaches, cognitive-behavioral therapy (CBT), family therapy, and non-behavioral, non-CBT individual therapy. All psychosocial interventions that aim to increase attendance and decrease anxiety in school-age youth who exhibit school refusal behavior will be eligible for inclusion in this review.

Psychosocial interventions for reducing school refusal behavior can vary in format, duration, setting, treatment components, and intervention targets. The formats can include individual, group, and/or family interventions. Duration can vary from brief interventions (6–8

weeks) to interventions that span across a school semester or school year. Interventions are most commonly delivered in a school or clinic setting. Treatment components can vary as well. Although most school refusal interventions involve CBT, they employ a number of different strategies that vary from program to program. School refusal interventions are generally either child or parent-focused. Master's or doctoral therapists generally deliver school refusal behavior interventions to children individually or in a group setting and to parents in the form of parental skills training.

Children and parents experience significant adverse consequences from school refusal. A child may miss an excessive number of days of school, leading to poor academic performance and disruptions in social and extracurricular activities (King & Bernstein, 2001). School refusal may also negatively affect family and peer relationships (Berg & Nursten, 1996). Long-term problems in social adjustment may also occur, including psychiatric disturbance (Heyne et al., 2001).

Behavioural interventions such as in vivo expo-sure and contingency management have been successfully used in the management of school refusal (Kennedy, 1965; Lazarus et al., 1965; Blagg and Yule, 1984). Reflecting a more contemporary clinical approach, Mansdorf and Lukens (1987) used cognitive-behavioural procedures in the treat-ment of two separation-anxious youngsters exhibiting school refusal. In addition to graduated school return and contingency management, subjective anxiety was successfully reduced through cognitive restructuring. More recently, we proposed a treat-ment model involving child therapy and parent/ teacher training (King et al., 1996). Child therapy entails the use of behavioural and cognitive pro-cedures directly with the youngster. This level of intervention aims to help the child cope with the stressors (e.g. separation from mother, peer bullying and teasing) associated with school return or regular school attendance. However, the involvement of parents and teachers is usually essential for

Functional Profile	Description	Associated Associated	Prescriptive Treatment
Avoidance	To avoid school-related objects or situations that cause general distress/ negative affectivity	Generalized anxiety disorder; specific phobia; panic disorder; emotional disturbance; depression; agoraphobia	Psychoeducation; exposure; systematic, desensitization; self, reinforcement
Escape	To escape aversive social and/or evaluative situations at school	Social phobia; depression; social issues or anxiety; shyness	Psychoeducation; role play; modeling; cognitive therapy; social skills groups
Attention	To receive attention from significant others outside of school	Separation anxiety disorder; oppositional defiant disorder; noncompliance	Parent training; contingency management; differential reinforcement
Rewards	To pursue tangible reinforcement outside of school	Oppositional defiant disorder; conduct disorder; substance abuse	Contingency contracting; response cost

Table 1: Functional profiles of school refusal. Adapted from "When Children Refuse School: A Cognitive-Behavioral Therapy Approach," by C.A. Kearney and A.M. Albano, 2000, p. 3-5

Since the development of the four functional profiles of school refusal, prescriptive treatment plans now exist and are receiving growing empirical support (King, Heyne, Tonge, Gullone, & Ollendick, 2001). Once a functional profile is found to be the primary contributor to the school refusal behavior, the prescriptive treatment plans offer a simplistic program for that functional profile (see table 1). These prescriptive treatments utilize evidence based cognitive and behavioral methods to alleviate the fear or anxiety associated with school, or they attempt to combat the positive reinforcement provided by either attention or tangible rewards. These treatments are designed to provide a heuristic approach, however every treatment program should be tailored to the individual child or family. This section will focus mainly on these treatments provided by Kearney and Albano (2000), followed by a short summary of other treatments which have been used historically.

Profile 1: Avoidance

Treatment for children who refuse school as a method of avoidance of school based stimuli should focus on changing that stimulus so that it no longer produces a feeling of dread, fear, or anxiety. Some elements of this treatment include building an anxiety/avoidance hierarchy of specific stimuli, teaching relaxation skills to help decrease somatic

arousal, and conducting systematic exposure to the desensitize the child to the stimulus.

Anxiety/avoidance hierarchy: An anxiety/avoidance hierarchy is a table that includes space for a situation or object and a place for the child to rate it both in terms of the amount of anxiety it produces and the degree to which they avoid it. To create an anxiety/avoidance hierarchy, the therapist should compile index cards with situations or objects that the child fears or avoids. Once presented to the child, the therapist can ask him or her to rank them in terms of how they feel about that situation or object. Some education may be necessary for the child to understand the anxiety or fear process, but it will have great benefit in both understanding what makes the child refuse school and how to direct treatment. When the child is ready to begin systematic exposure, the therapist can begin with the item that causes the least amount of anxiety and work his or her way up the hierarchy.

Relaxation Training: There are many different methods of relaxation training available. While many of these are well established techniques, a combination of progressive muscle relaxation and deep diaphragm breathing is preferred. Deep diaphragm breathing is achieved by inhaling through the nose and exhaling through the mouth. Progressive muscle relaxation is a technique in which a muscle group is isolated and contracted for five seconds, and then released. You can start with any muscle group, but the process should be linear (e.g. feet to head to hands, hands to head to feet).

Systematic desensitization: Systematic desensitization is the process of gradually introducing a feared stimulus in a small, stepwise fashion. A stimulus is presented to the child in imaginal form, often just the thought of the stimulus in the beginning stages. The child is instructed to raise his or her hand once the level of anxiety becomes excessive. As treatment continues, more realistic representations of the stimulus are introduced as the child learns to cope with them. Once the child is comfortable with any imaginal representation of the stimulus, it is possible to introduce *in vivo*, or real life desensitization, in which the child is placed in the context of that stimulus. Rather than listening to or viewing descriptions of the stimulus, the child and therapist role play the situation. The process continues in the same stepwise fashion, slowly increasing the realism of the stimulus until the child no longer experiences anxiety in the presence of that stimulus. Because this is such a delicate process, it is important to begin it only

after teaching relaxation and coping strategies, as well as reviewing the anxiety and avoidance hierarchy, beginning desensitization with the lowest stimuli.

Profile 2: Escape

Children who refuse school to escape situations in which they are being evaluated (e.g. oral reports, public speaking, taking a test) often feel extensive amounts of anxiety in these situations, so much that it makes them unbearable. Treatment for these children should identify any negative cognitions or thoughts they may have, teaching coping mechanisms to change those thoughts, and gradually exposing them to the anxiety producing situations.

Identifying negative thoughts: Depending on the age of the child, a STOP program can be useful in determining what negative thoughts occur and in what situations. STOP is a acronym with four components: S- am I feeling Scared?, T-what am I Thinking?, O- Other helpful thoughts, and P- Praise for using this model and Plan for next time. If a child is younger, simply imagining a stop sign can be helpful in decreasing anxiety. Once any negative thoughts are identified, they can be labeled and targeted.

Challenging and changing negative thoughts: Once the negative thoughts are identified, the therapist and child or adolescent must work together to change them. One commonly used strategy is to ask questions that can help refute negative and anxiety provoking thoughts. These questions can include challenging the likelihood of the feared situation, questioning if the person actually knows what others are thinking, or determining the most realistic consequence or outcome of a situation. It will be important to practice a variety of these types of questions, as they apply to different situations.

Behavioral exposure (role playing): Exposure is a process of imagining a stressful situation and acting it out with another person. For treatment of school refusal, the therapist and the child or adolescent will decide upon a situation that produces anxiety. It is best to start with mild situations and gradually progress into more feared situations. During these role plays, the therapist should help the child practice the STOP techniques to cope with any anxiety they may be feeling. By going through a variety of these anxiety producing situations, the therapist can help the child understand his or her own negative thoughts, and develop a way to cope with or challenge them. The overall goal of these sessions is that once confronted in the real world, the child will still possess the coping strategies and be better suited to handle the situation.

Profile 3: Attention

Children who refuse school for attention often exhibit noncompliance and disruptive behaviors, clinging, tantrums, refusing to move, and guilt inducing behavior. Treatment for these children differs from the previous two profiles in that it is focused on parent education and training, as opposed to child-focused strategies. Namely, prescriptive treatment for these individuals involves restructuring parent commands, establishing routines, and setting up punishments and rewards for school attendance.

Changing parent commands: In some cases of school refusal, the child who is seeking attention is extremely adept at negotiations, and is often able to change rules and guidelines set by parents. This treatment component focuses on eliminating these negotiations by providing parents with simple and specific commands. For most cases, a list is made of commands issued by the parents that are commonly refused by the child. This list is then expanded on to include when the command should be carried through, reducing the command to its simplistic form, and ensuring that nothing will interfere with that command. Parents are also trained to deliver the request in command form, as opposed to a question, and eliminate criticism and excessive speaking. This kind of training will establish the requests as commands that need to be followed, and not optional chores that can be negotiated. This component is combined with effective consequences and rewards described below.

Establishing routines: Having a routing makes a child's day more predictable, which can limit behavioral outbursts. In establishing routines, parents are asked to make a detailed schedule of the day (every 10 minutes) that they spend with their child. It is common that there is no regular schedule, and in this case a general outline can still be beneficial. From this, the parents and therapist work to create a basic routine for all activities. The morning routine is most relevant to going to school, and as such should be the primary focus, however it will be of benefit to have regular routines for all parts of the day to limit non-compliance. Having a more rigid schedule can promote a smooth transition to school. Once a routine is set and the child is used to it, consequences can be instated for deviation from the routine.

Setting up punishments and rewards: This treatment begins with the parents listing what disciplinary actions and rewards have been used in the past, and how successful they were. Then, with the help of the therapist, appropriate consequences and rewards are selected. After this, another list of negative and positive behaviors is made, and these behaviors are ranked in order of severity. Then the parents and therapist match punishments and rewards to the negative and positive behaviors, respectively. Because this child is assumedly refusing school for attention, it is helpful to include ignoring negative behavior and praising positive behavior as consequences. Attention should be paid to what consequences seem to work, but a special emphasis should be directed to the consistency with which the consequences are applied.

Profile 4: Rewards

Children and adolescents who refuse school to pursue tangible reinforcement outside of school are often secretive about their refusals, and may demonstrate behaviors such as aggression, running away, disruptive behavior, and substance use. Again, like the child refusing school for attention, treatment in this area is focused on immediate and relevant family members. The goal of this treatment is to improve problem solving within the family through contingency contracting.

Contingency contracting: The first step in contingency contracting is setting up a specific time and place to negotiate problems. This will help prevent arguments and disputes from erupting at undesirable times. Setting time aside also shows a commitment to problem solving and a desire to improve communication within the family. The next component involves clearly defining the problem behavior and related influences from both the parents and the child's perspective.

These perspectives will often be very different, and will require a compromise for everyone to agree on the behavior. After the target behavior has been clearly defined, a contract should be developed that is satisfactory to both parents and child. This contract will include rewards and punishments for how the child follows through with the behavior. Each contract should be considered final, but there can be a progression of contracts throughout therapy, each with more complex behaviors and consequences. It is generally best to start simple and small to ensure that every party is willing to participate in the treatment. Once the contract is designed, every member of the family should read and be familiar with it before they sign it. It is important that any disagreement regarding the contract be addressed prior to implementation. Once signed, each family member should be given a copy, and a master copy should be placed somewhere where the family can see it. As therapy progresses, new contracts will be continuously made, to the point that the child or adolescent is able to attend school with little encouragement and family members are able to communicate and problem-solve any issues that may arise.

CONCLUTION

First, the school refusal background in psychoanalytic is from separation anxiety and hallucinations, in the cases studied student are frightened to his teacher manifested as though seeing a ghost in classroom and out classrooms. In Cognitive view, the the background of the school refusal i.e.: affected by irrational beliefs of students to the school. In behavioristic theory argues that school refusal as a learned response to specific stimuli associated with the school environment. The triggering factors of the school refusal i.e.: a) the child has anxiety, such as (separation anxiety), b) the fear experienced by children related to academic activities, c) a parent is sick or conflict in the family, d) the intensity of stress while at school in caused because teachers or a friends at school. Interventions for reducing school refusal behavior can vary in strategies i.e.: cognitive restructuring, reframing, exposure (systematic desensitization, in vivo desensitization), differential reinforcement, modeling, and extinction.

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ACTIVE LEARNING TO IMPROVE THE CREATIVE AND INNOVATIVE THINKING SKILLS

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ABSTRACT

The results of the PISA test, students' achievement in mathematics in Indonesia for the last 3 years (2009 & 2012) for class IX / X SMP / SMA / SMK is no significant change. This indication appears from the analysis issued by the authorities turned out to be no Indonesian students who have a high order thinking skills (reaching level 4 s.d. 6). While the state of Singapore, Hongkong, China, Japan, Korea, who have put his position at level 6. The results are an indicator that Indonesian students have not coined higher level thinking skills to solve every problem. Indonesian students may only be able to explain verbally without any creativity to discover and explore through a variety of discovery and elaboration of the ability to think.

Keywords: thinking skills, active learning, effective learning.

The low skills of Indonesian students in such cases are not the fault of the students alone, but the effect of the teachers' learning activities in class. This condition indicates that the learning activities undertaken by teachers is not to trigger and stimulate students to improve their ability to be more creative and innovative in solving any problems encountered. The study results of the Department of Human Development, Community, and Culture, Bapenas, Republic of Indonesia (2016) concluded that "Increased academic qualification and certification of new teachers to improve the welfare of teachers have been not succeeded in improving the quality of learning" (Sardjoko, 2016). This means that the government's efforts to improve the quality of education at all levels through various programs in short term, medium term, long term for the last 10 years, since the regulatory of teacher and lecturer in 2005, has not real effect on improving the qualifications of teachers through teacher certification program. The study shows that the certification made by the government to date, the only positive influence on improving the welfare of teachers but it is not impact on improving the quality of teachers.

Take notice of the reviews on these research results we must feel sad, because the size of the budget allocation has been paid to improve the quality of education is not a significant impact. Whereas the main purpose of the certification is to improve the quality of teacher competence and the expected impact on improving the quality of education. Another benefit of the certification of teachers is for oversight and quality assurance of education personnel in order to develop competency,

career development of teachers with the best quality. Through the teacher certification programs can indirectly reduce of major issues facing formal education as follow: (1) the public opinion is that the national test scores as if describes the learning achievement as a whole, (2) the learning model that tends to separate the subject matter or between one competence with the competence, (3) the learning process is not centered on the learner, (4) the learning process has not been able to encourage the creativity of learners, (5) lack of resources to support learning provided, (6) many teachers have not been trained properly implement active learning, (7) the ability of the basic knowledge of students in basic education is still weak .

DISCUSSION
Active Learning Problems

The emergence of these problems, along with the low quality of student achievement produced by institutions of formal education especially in primary and secondary education level, considered as a result of an academic climate is not conducive. The implications of the decline in the quality of student achievement give impact on the readiness of the graduates at these levels for acting independently.

Initially, the root of the problem suspected causing decline in the quality of the student learning outcomes due to the lack of study time required to increase the absorption of students. On that basis, to spur the absorption of many schools ranging from elementary school to middle school to modify the learning hours, which adds to the learning hours between 8-15 hours per week. The result research on excellent primary schools implementing additional study hours about 10 hours / week, the result did not show significant

difference compared to student achievement before being given extra study hours (Padmanthara and Efendi, 1999). Even the latest issues (2016) related to the addition of hours of study in the school introduced a discourse of the full day school (FDS). Likewise, the arrangement of the curriculum that is constantly changing with the reasons for responding to the demands of society and the development of knowledge and technology. Whatever the efforts made, considering the results of these studies suggest that the improvement of limited quantity and partial only, without accompanied by improved quality in the other learning instruments, the outcome was still not in line with expectations.

The results of the mapping are successfully analyzed by Bappenas (2016) from studies of the performance of teachers linked to student learning outcomes, it turns out the learning paradigm used by teachers is more dominant Expository learning approach and not a discovery learning approach. but Expository learning approach is not able to cultivate the imagination, initiative, creative thinking and analytical skills of students in the classroom. "Teaching is not only about mastering the subject matters, but It is also about how to deliver the subject matters".

Active learning since some time ago continue to be expressed, in fact, it still be the right instrument to raise the quality of student learning outcomes, with a record articulated in practice truly meet the rules right. Rakajoni quoting McKeachie (1983), suggests there are seven dimensions that characterize teachers implement instructional grading how the active learning: (1) the participation of student in setting learning objectives, (2) the pressure on the affective aspects of teaching, (3) the students' participation in the implementation of learning, especially the form of interaction between students, (4) reception teacher to deeds and contributions of students who are less relevant even totally wrong, (5) cohesive class as a group, (6) the freedom of the opportunity given to students to take important decisions in the life of the school, (7) the amount of time that is used to help students, whether related to the lesson or not (Efendi ed., 2009).

It's no secret, if we are sharing a checklist to be filled in order to obtain a description about instructional strategy of teachers do, then the answer they will declare that they have carried out active learning, although in practice it is often never appear. Because teachers are more pleased with the pattern itself. They are generally still struggling with ways of conventional system, and tend to turn off the creative potential of students. This problem has been rooted in the nature of our schools and have formed attitudes of teachers to be very conservative, as a result of teacher beliefs seem difficult to be changed, if we will change, it takes a long time (Tangyong, 1989). In addition, the Master is still difficult to move and act seriously in preparing lessons based on the premise of good learning (Drost, 1998).

Departing from these problems, Susilo Bambang Yudhoyono when he was serving as president of the Republic of Indonesia has requested the Minister of National Education to transform teaching and learning methodology applied by teacher. Because the pattern of students' applied learning teacher at the time considered not encourage creative and innovative make difficult bring creativity and spirit of independence of students. According to the President, the methods of teaching and learning of the students performed since kindergarten, elementary school, high school rated shows that the teachers are active, while the students are no active. The learning process are judged to be able to develop innovation and creativity and independence (Kompas, October 30, 2009). From this next effect makes students less creative and innovative..

To overcome these problems, one of which is necessary to apply active learning approach. Through these efforts, we are trying to create a new image of the educational unit performing as a school that is able to make the learners are creative and innovative, and able to grow and develop spirit of self independence as the desired character of the nation together.

The application of active learning approach supporting the implementation of school-based management, have a legal basis which is derived from Act No. 20 of 2003 on National Education System. Legislation is further elaborated in Government Regulation No. 19/2005 on National Education Standards. The application of active learning, mean teachers students construct knowledge by way of formulating ideas or ideas into phrases and ideas developed through the reactions and responses of others (Bouton & Garth, 1983; Alavi, 1994). In other words, learning is not only active but also interactive. Learning processes that enable are more oriented towards the students (learner-centered orientation). Reciprocal interactions not only occur between students and teachers, but also occurs among students (transactional). The pattern of this interaction will further develop the social processes is higher, so it will be increasingly nurture the soul courage to express opinions, views, thoughts, feelings and in turn will foster cooperation or collaboration (Belen, 2008)

The teacher-student's interaction in active learning inspires education experts and learning to deliver a wide range of modeling work in innovative learning. Judging from the forms, a lot of learning models are commonly used as a strategy in education and training. In essence, the entire model presented as an active learning is the learning activities building an interactive, inspiring, fun, challenging, motivating students to actively participate and provide sufficient space growth initiative, creativity, and independence in accordance with interests, talents, and physical development and psychological of student.

So, ideally, learning patterns that must be built by the teacher should be oriented to active learning. The assumption, through an active learning approach will occur the transfer pattern centered learning teacher (teacher-centered approach) to the pattern of student-centered learning (student-centered approach) (Setyasari, 2009). Skill of Thinking in this context will be increased to the level of complex thinking skills. Complex level thinking skills is the kind of thinking requires understanding the fundamental (basic thinking) and has characteristics: demanding a variety of possible answers, assessment of people participating, and the placement of the meaning of a situation. Type of complex thinking includes critical thinking, creative thinking, and problem solving. Therefore, passive learning will not be able to encourage learners to achieve complex thinking skills.

Here are some examples of patterns of learning that can improve the skills of students to think creatively and innovatively.

Developing the ability to think creatively and innovatively in solving problems: make a list of attributes of the object / situation, generate ideas that vary (smoothness), produces different ideas (versatility), generating unique ideas (original), generate detailed ideas, synthesize reports.

The development of creative and innovative thinking abilities through evaluative learning skills can be done through: identifying common problems, clarifying problems, formulating the right questions, formulate alternative solutions, choosing the best solution, implementing the solution, the solution monitors the receipt, draw conclusions.

Developing the ability of creative and innovative thinking through learning skills deductive can be done through: distinguish between facts and opinions, assess the credibility of the source, observe and assess reports of observation, identifying issues and major problems, understand the assumptions underlying, detect bias-stereotyped and clichéd, familiar language too much, judging hypotheses, to classify the data, predict the consequences, to demonstrate the synthesis sequence information, plan alternative strategies, identify unconsistent information, identify the uttered reasons and which are not, to compare the similarities and differences, assess arguments.

Developing the ability of creative and innovative thinking through learning skills inductive can be done through: using logic, finding contradictory statements, analyze the syllogism, solve the problem of spatial (space), determine cause and effect, to analyze open problems, using reason by analogy, making tentative conclusions (inference), determining the relevant information, to understand the relationships of information, problem solving lived ("insight").

Consider that every student has the talent, intelligence and interests, as well as learning difficulties are different, and then. The teacher in the learning process should also pay attention and provide appropriate intervention to different individual characteristics.

The Professional Teachers

In relation to the development of students' abilities, implicitly Law 20 of 2003 has provided an opportunity for teachers to create conditions that enable so that students can learn and do in the context of cognitive learning and emphasizes the everyday environment (social context). This means that the creativity of teachers to develop themes relevant learning local conditions and situations becomes a very important part. Learning in schools progressively inspired by Piaget, embracing a curriculum and methodology that orientation in children, as well as individual learning where children can work in accordance with the level of ability and speed respectively.

In this way, the child is expected to be able to develop independence (autonomy), self-discipline in planning the learning agenda, and can determine their own selection of the many options available. Child-centered learning is ultimately also spawned a topic or theme-based learning, which emphasizes the integration of aspects of different curriculum.

Along with this, the implementation of innovative active learning and self-development as a base figure of students requires professional teachers who are able to do something with the high expertise or skills. Today, professionalism in carrying out the work has become public demands. Because people want to get the service of increasing quality for better results. To the end, every profession should be able to adjust to the demands of society in order not abandoned.

The professionalism of teachers is characterized by the mastery of competencies as

defined in Regulation No. 19/2005 on National Education Standards and Regulation No. 14/2005 on Teachers and Lecturers. There are at least four components of the competence that must be possessed by the teacher in performing his professional duties, among others: pedagogical competence, professional competence, social competence and personal competence (Kamdi & Suparno, 2009). The qualified teachers are able to innovate learning, ranging from designing, implementing, and evaluating learning to accurately match the needs of learners (Burden & Byrd, 1999).

A number of studies provide evidence that teachers' qualification and certification aimed at creating teacher learner with the spirit Pancasila, has a global prowess and futuristic, can follow and develop science and technology, which is based on cultural values and nationalism, as well as provide benefits to mankind. Therefore, teacher education revolution should begin with the development and implementation of a comprehensive system of teacher education from begin recruitment, education process and continuous coaching post of teacher education; as a form of recognition of the competence of teachers to impact student learning acceleration. Teacher certification as an effort to improve the quality of education in Inonesia, the results of the study Bappenas (2016) showed that the certification has been only a positive effect on improving the welfare of teachers, but It have not an impact on improving the quality of teachers. Even in the record Bapenas (2016) the issue of conditions of teachers still leaves problems, the number recorded in the records of government data 24.3% of them do not meet the academic qualifications, and 47.4% are not yet have a teaching certificate (Sardjoko, 2016). ✍

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EVALUATION OF EDUCATION MANAGEMENT OF MA AZ-ZAHRI TLANAKAN PAMEKASAN

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ABSTRACT

The basic concept of Education Management is the occurrence of an activity or series in the form of business process management cooperation group of people who are members of educational organizations, to achieve the education that has been set in advance, to be effective and efficient. In addition, the important elements cover aspects Evaluation of Student Management, Infrastructure, and Management Promotion and relations with the Community School. This study aims to evaluate the three managements of education in MA Az-Zahri Tlanakan Pamekasan. This research is a descriptive study that aims to describe the phenomenon and evaluation of educational management. The approach used is a case study. This research is a case study because the focus of this study is to answer the question "Evaluation of the implementation of Student Management, Infrastructure, and Management of School Promotion with the society in MA Az-Zahri". This research was conducted in MA Az-Zahri, which is addressed at Teja street, Tlanakan Pamekasan. The results of this study indicates that MA Az-Zahri is one of the largest Private High School which has many students in pamekasan area. Nevertheless in the administration of education management is still far from perfection. Therefore, it needs the arrangement of Education Management which has an Effective and efficient. Based on these results, suggestions are submitted to the Student Program, Infrastructure program and Public Relations program in order to understand and execute the powers and responsibilities in accordance with its role to improve the quality of Education Management of MA Az-Zahri. These findings may be a reference in increasing of school education management, which has an effective and efficient.

Keywords: evaluation of education management, effective and efficient

MA private school is like as an institution or organization. As an institution or organization, schools carry out a particular mission and vision is to do the process of education, socialization process, and the transformation process of the students, in order to deliver the students is ready for their education at the next level, Senior High School. Because of this mission, then schools can be categorized as an agency or educational institution. As an institution or an educational institution, the high school organizes various educational activities for students and involves many components, so that the activity or component in elementary school requires good management in order to achieve institutional objectives upper secondary school.

Throughout the development of the education management theory, there are two theoretical models as a very useful approach in setting a good school, as proposed by Hoy and Ferguson (1985), the goal model and system model. The first is the model of interest, also called approach-goal attainment. The model was based on the traditional view of an organization's effectiveness. In the traditional view of the organization said to be effective when it reaches its intended purpose (Sergiovanni, 1987), so that the measurement through how to see operational objectives have been achieved from the organization (Daft & Steers, 1986).

The success of an institution to run the programs that have been planned or organized needs to be supported by an effective leader. remember that leadership is the driving force for the resources owned by the institution. Therefore, the leadership is referred to as an organic function in the management process. Related to the leadership of the following was stated: (1) the definition of leadership; (2) the type of leadership; and (3) the requirements to be an effective leader.

leadership can be defined as the whole process is to influence, encourage, persuade, move, and guide others in the work process in order to think, act, and act in accordance with the applicable rules in order to achieve the goals set. The essence of leadership is that person's activities to mobilize others, so others were pleased to carry out his duties.

In order to obtain a simple overview of the leadership, you need to distribute these with practical experience, ever felt in the life of the group. A person's leadership process

may appear as an attempt to influence others to act in accordance with what he wanted. Let's look at the environment of MA Az-Zahri Tlanakan Pamekasan, the principal tried to affect the entire board of teachers, homeroom, students program, publicist program, curriculum program and the school janitor. So that they would perform their duties in order to achieve the goals set. In addition Oversight is one thing that is important from a management function. The function absolutely must be done in any organization or institution. Incompetence or negligence perform these functions greatly influence the achievement of the goals of the institution.

The greater of MA Az-Zahri, the more people involved components or facilities used. In order to achieve the goals effectively and efficiently, of course, all those who were involved and the facilities need to be utilized in such a way for the success of education at the school. Utilization process all components of the school, it is called with the school management activities.

Successful management of education through the learning process is influenced by many factors, one of which is the availability of educational facilities were adequate with optimal utilization and management. Educational facilities is one of the important resources and foremost in supporting teaching and learning in schools, for it is necessary to improve the utilization and management, so that the desired objectives can be achieved.

Why study was conducted using the development of management education in MA Az-Zahri Tlanakan Pamekasan as its object? Observation and experience in the field from year to year shows that today there are still many schools that do not apply in high school education management professionally.

Based on the above, the evaluation of educational management in MA Az-Zahri Tlanakan Pamekasan consisting of: student management, infrastructure management, and relationship management with public schools that we think are very important to investigate. because the process of education management in MA Az-Zahri Tlanakan Pamekasan has not run in accordance with the program outlined. Among them in implementing effective education management and efficient.

METHOD

The approach in this study is a qualitative research. In this study the issues raised are activities related to the management of education in MA Az Zahri consisting of: student management, infrastructure management, financial management, and relationship management with public schools conducted by the school district MA Az-Zahri Tlanakan Pamekasan.

Focus to be studied is related to (1) Management of the student; (2) Management of school infrastructure; (3) Management of School promotion to society. For that approach is deemed suitable for use in this study is a qualitative approach.

The approach used to remember some things that characterize qualitative research. Feature is meant as disclosed Moleong (1994), that the distinguishing features with other types of research are: (1) rooted in the natural background or context as a whole; (2) human as a research tool; (3) using qualitative methods; (4) using inductive data analysis; (5) require more guidance towards the preparation of substantive theory derived from the data; (6) are more descriptive; (7) is more concerned with process than results; (8) limiting the study to a focus; (9) the specific criteria for the validity of the data; (10) design is temporary, and (11) the results of research agreements between researchers and informants.

The data collection was conducted by research observation, interview and documentation techniques. First, In observation, the researchers conducted observations with models of active participation observation. Namely researchers directly involved in school activities in the sense sit at a table together with teachers and involve themselves in any of their activities. Researchers are sometimes also help teachers and school in solving their problems while continuously observing the behavior of teachers during activities relating to management education. second is interview, interview is a conversation with a specific purpose which is carried by the two parties, namely the interview give interviewees questions and providing answers to the questions. Interviews conducted to obtain data and information relating to the knowledge, experience, opinions, feelings, background. In-depth interviews to key informants in this case the teacher is active in management education is the principal of MA Az-Zahri Tlanakan Pamekasan. Third is documentation, To

complement the data obtained through observation and interviews the researchers used the documentation. Documents can support the activities undertaken and related observations With the problems examined.

FINDING AND DISCUSSION
Students management

In interviews with the vice principal of student program (MA Az Zahri), in planning learners at the school conducted a number of considerations in the selection of these activities. First, with regard to the activities of the selected student. Second, the possibility of the activities carried out in terms of effort, cost and infrastructure are owned by the school. Third, with regard to the time available. Fourth, regarding the inhibiting factors to achieve it.

According to the student program, those considerations need to be done, so that what is planned is actually achieved and achieved their target. Thus, the activities programmed absolutely realistic and it may take place.

Based on studies in the high school student documents Az-zahri In interviews with the vice principal of student program (MA Az-Zahri), and the observations of researchers at the location, the school in planning the budget, equalization aspect is also highly considered. According to the statement Arifin lest, there are activities that did not get the budget, while the other puts on a budget. Except if the activity does not need a budget. Arifin said Inequality in formulating the budget can be justified, as long as remain stationed in the corridor or on the scale of priorities and activities deliberately seeded by the school, and have obtained the agreement of the component, the school committee and other stake holders. In interviews with the vice principal of student (MA Az-Zahri), After the budget allocated budgetary resources also need to be established. Budgetary resources, to schools MA have been clear, is derived from the regular budget, the development budget, Education Support Fund (DPP) School Operational Assistance (BOS), school / school boards / assemblies Madrasah and other donations.

The operational policies of admission of new students, contains rules regarding the number of students who can be accepted in a school. Determination of the number of students, would also be based on the realities that exist in the schools (school conditional factor). The conditional factors include: the capacity of the new class, criteria for students who can be accepted, the available budget, the existing infrastructure and facilities, available staff, the number of students who studied in the first grade, and so on

The operational policies of admission of students, also includes the registration system and the selection or screening that will be applied to learners. Additionally, admissions policies learners, also contains the time of registration, when they begin and end. Furthermore, the policy of admission of learners should also include on-personnels who will be involved in the registration, selection and admission of students.

The Management of School Facilities and Infrastructure

Based on observations of researchers, at this school there are several alternative ways of procurement of school facilities and infrastructure. Some alternative ways of procurement for the following ways: purchase, manufacture their own, receiving grants or assistance, lease, exchange and repair.

Based on the statement of Mr. M.Masruhin as a vice principal of infrastructure: The purchases are a way of fulfilling the needs of facilities and infrastructure that we did. Purchases made if the budget is available, such as the purchase of tables, chairs, benches, cabinets, chalkboards, wirelles, and so forth. Procurement of facilities and infrastructure by way of this purchase is one of the dominant way to do this adult school.

According to Mr. Masruhin, in addition to purchasing also be making its own: "Creation itself is a way of fulfilling the needs of facilities and infrastructure in our schools by making its own that are usually performed by teachers, students, or employees. Elections in this way should consider the level of effectiveness and its efficiency when compared to the way the procurement for the purchase. Making itself is usually done on the educational facilities that are simple and inexpensive, for example props made by a teacher or pupil. Most of the teachers here have made their own props for learning ".

The maintenance of School Infrastructure and facilities

Based on information from Mr. Hanafi is the head of MA Az-Zahri, the purpose of

Interest maintenance of infrastructure are: a) to optimize the life of the equipment; b) ensures the operational readiness of equipment to support the smooth running of the work in order to obtain optimal results; c) ensure the availability of the necessary equipment through checks routinely and regularly; d) ensure the safety of those who use these tools.

While the benefits of maintenance of facilities in our school are a) the time of facilities will be durable which means no need to hold a replacement in a short time; b) repair costs can be reduced to a minimum; c) will be controlled so as to avoid losing; d) more unsightly and seen, Gives a good job and more leverage.

Based on the observations of researchers, continuous care (regular, routine) is done at this school are a) cleaning of drainage channels of debris and dirt; b) cleaning of the rooms and the yard of debris and dirt; c) cleaning the glass, windows, chairs, tables, cabinets, etc; d) the clearing of grass and shrubs irregularly; e) cleaning and watering bathroom / wc to maintain health.

While regular treatment always done include a) repair or painting walls and other building components that already looks dull; b) repairing furniture (wardrobes, chairs, tables, etc.); c) tile repair damaged / broken which caused leaks; d) plaster coating on the walls were cracked or chipped; e) cleaning and drying the floor, the lobby page or exposed to rain / water stagnant.

School Promotion Management to the Society

Based on data from interviews with principals of MA Az-Zahri, the Board of teachers and look directly at the field school activities Things to look for people that are willing to rally support and contribute to the schools is an issue that will be used. Therefore, the selection of the right issue will affect their attention and support to the school. Schools need to have a keen sensitivity in capturing the issues that exist in the community to be appointed as the issue of education in order to raise public support for education in schools.

As what has been said by Ahmad Farchan To further ensure the effectiveness of promotional activities of the school, it is done by a particular team that is responsible for the implementation of promotional activities of the school. Therefore, in the school of MA Az-Zahri in the organizational structure of the school is no vice-principal /

department / unit that manages the school with public relations activities. This promotion should be carried out continuously by using a variety of media that exist among the people and the community concern

Based on data from interviews and direct view activity on school grounds, In order to enable parents, community leaders, school committees and stakeholders, one of the strategies that can be taken outside agencies such formal school committee is attracting the attention of the public through education quality produced by the teaching staff. That is an intimate relationship with the community begins to promote and demonstrate the quality of education that assures them, this can be addressed through product quality graduates. For it is said by Mr. Ahmad Faisol, S.Pd vice principal public relations, to do the following steps:

"Work culture should be initiated by the leadership to further develop a working environment (working environment) that is conducive to giving birth willingness to behave and act professionally by all citizens of the school. Discipline. All citizens of school discipline is one reflection / indicators of work culture in the school. Discipline will not be created automatically, but is formed through a process. In addition to note what and how the monitoring process is done and who is given the responsibility for monitoring the progress. What is certain monitoring student progress must be made and communicated to external customers and internal school ".

The role of the head of school to get support from the public

Based on direct observation of researchers, and on the terms of the statement of Suwarto as a foundation supervisor that many efforts have been taken by the head of MA Az-Zahri, namely: (1) to know yourself Strength, Weaknesess, Opportunities, Threats (SWOT), (2) trying to have credibility, Acceptability, Morality, and Integrity, (3) study the principles of leadership, (4) applies the principles of leadership, and (5) learning from feedback.

Based on observations of the researcher, the head of MA Az Zahri has characteristics of leadership as follows a) has a strong vision of the future of his school, and he encouraged all staff to realize the vision; b) has high expectations on student achievement and staff performance; c) diligently observe teachers in the classroom

and to provide feedback in order to solve problems and improve learning; d) encourage the use time efficiently; e) monitor student performance individually and collectively.

According to the results of interviews with the headmaster (Mr. Hanafi) Working in teams, including cooperation with the community to provide benefits, such as a) the job becomes lighter because it is done together; b) can lead to motivation of togetherness; c) more effective and efficient than done individually.

Based on the observations of researchers, in order to improve teamwork, the headmaster of MA Az-Zahri often hold group supervision. Mechanical supervision of groups is one way to implement supervision programs aimed at two or more people. Teachers are expected, according to the analysis of the needs, problems or needs or weaknesses that are grouped or pooled into one / together. Then they are given supervision services in accordance with the problems or needs that they face.

FINDING AND DISCUSSION

Based on the findings in the previous chapter, we will do a discussion of each of the following findings:

Student Management at the high school of MA Az Zahri does some considerations in the selection of these activities. First, with regard to the activities of the selected student, second, the possibility of the activities carried out in terms of effort, cost and infrastructure are owned by the school. Third, with regard to the time available. Fourth, regarding the inhibiting factors to achieve it.

There are several steps that must be taken in the Student Management in planning learners. Such measures include: forecasts (forecasting), formulation of objectives (objective), policies (policy), programming (programming), outlined the steps (procedure), scheduling (schedule) and financing (bugetting).

Educational Facilities and Infrastructure Management. Some alternative ways of procurement of facilities and infrastructure in MA Az-Zahri Tlanakan Pamekasan conducted by: the purchase, manufacture their own, receiving grants or assistance, lease, exchange and repair. Repair is a way of fulfillment of school facilities and infrastructure are relatively often we do, both with one unit improvement of facilities and infrastructure as well as with the exchange of the instruments and finally one or several

units of facilities and infrastructure can be operated or used again.

The purpose of maintenance. Thats are a) to optimize the life of the equipment. This is very important especially when viewed from the aspect of cost, because to buy a piece of equipment would be much more expensive when compared to taking care of part of the equipment; b) to ensure the operational readiness of equipment to support the smooth running of the work in order to obtain optimal results; c) to ensure the availability of the necessary equipment through routine checks and regular; d) to ensure the safety of people or students who use these tools.

The Benefit of Maintenance, thats are a) if the equipment is well maintained, its age will be preserved, which means no need to hold a replacement in a short time; b) maintenance of a good result in infrequent significant damage repair costs can be reduced to a minimum; c) with the proper care, it will be controlled so avoid losing; d) with the proper maintenance, it is unsightly and seen; e) maintenance of good results good job.

CONCLUSION

Based On the basis of the discussion of the results of the study can be drawn some conclusions as follows. Planning learners in school of MA Az-Zahri do some considerations in the selection of these activities. First, with regard to the activities of the selected student. Second, the possibility of the activities carried out in terms of effort, cost and infrastructure are owned by the school. Third, with regard to the time available. Fourth, regarding the inhibiting factors to achieve it.

Some alternative ways of procurement of facilities and infrastructure in school of MA Az-Zahri conducted by: the purchase, manufacture their own, receiving grants or assistance, lease, exchange and repair. Repair is a way of fulfillment of school facilities and infrastructure are relatively often we do, both with one unit improvement of facilities and infrastructure as well as with the exchange of the instruments and finally one or several units of facilities and infrastructure can be operated or used again.

Preventive care infrastructure was also performed in school of MA Az-Zahri, the treatment was performed at specified intervals and implementation is done routinely with some predetermined criteria.

The goal is to prevent or reduce the likelihood of facilities and infrastructures are not working normally and help the infrastructure can be activated in accordance with its function.

Preparation of revenue and expenditure planning in MA Az-Zahri carried out in accordance with the applicable rules. Financial planning program emphasizes analysis of activities according to the vision, mission, purpose school, specify the source and amount of the budget, and determine the amount of budget for each activity performed within one year.

Promotion Process School Community of MA Az-Zahri shooting went well according to the procedure that had been programmed. To further ensure the effectiveness of promotional activities of the school, it is done by a particular team responsible for the implementation of promotional activities of the school.

The role of the principal in high school Mobilising Community Support MA Az Zahri is very important. The school principal has been able to demonstrate its ability to develop the potential of schools, teachers, and students to achieve maximum performance. The principal's leadership to implement effective and can improve school performance by demonstrating its ability to manage the school.

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CHARACTER DEVELOPMENT MODEL-BASED LEARNING ICT SMP PADANG CITY STATE

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ABSTRACT

This research is motivated by the policy towards learning the character in the implementation of the national education system and the provision of curriculum enactment in 2013 which put pressure on the junior-oriented learning in ICT for all subjects. Samples used in this research is purposive sampling, with a sample of teachers who teach in grade VIII of SMP 1 Padang, Padang SMP Negeri 2, and SMPN 8 Padang, special teaching for five subjects, namely Indonesian, Mathematics, English , science and social studies. Data collection techniques used were observation, interview and documentation study. From the research, conducted by researchers discovered that the character has not been effective ICT-based learning. This is due in teacher learning is still often give priority to the cognitive aspects, so that the values of the characters that must be invested not in place. As efforts, researchers characterized the development of the ICT-based learning model that is based on scientific learning

Keywords:character learning model, ICT based learning

The change of the learning system in force in the curriculum in 2013, which led to the application of the learning system oriented character formation of students has been a beacon of hope for the continuing development of the Indonesian nation. This is due to an expectation that the learning of character capable of tackling the problem of moral decadence that occurred in the younger generation. Even deeper, learning policy has become a formula in order to create the figure of generation plenary able to raise the dignity of the nation.

Problems of moral decadence younger generation is not something that should be kept secret anymore. At least, every day from various news media constantly exhibited immoral acts committed by children and adolescents, such as; brawl between schools, vandalism by students, free sex behavior, theft, robbery and porn video case that turns out 90% of perpetrators and the manufacturer are children and adolescents. This condition is more pronounced, when the problem of HIV / AIDS is a frightening object for society, precisely the fact that based on data from the Directorate General of Health community that one-third of AIDS patients are young people whose future is still quite long. Many people tried to respond and seek to provide a solution, but in the end all the answers focused on one aspect of that criticism of the education system. Education is necessary to pay more attention to the level of emotional and moral development of their students. This is considering the implementation of education has been more impressed highlight aspects of cognition with

emotion and ignore the moral aspects of learners.

Basically, the implementation of education at the school is a formal process of acculturation, or the process of acculturation. The process of acculturation is not merely cultural transmission and cultural adoption, but also a cultural change. As we know, education leads to a variety of changes in the field of socio-cultural, economic, political, and religious. But at the same time, education is also a tool for cultural conservation, transmission, adoption, and cultural preservation. To that end, the success lies entirely on the character education implementation in schools through the application of learning that upholds the hope to realize the character generation.

Character education should be given to the learners well. In this case, teachers practice in school education are expected to conduct learning activities that attract more attention and easy to understand learners and conduct regular evaluation of all components that include values in character education. As the opinion Koesoema Doni (2010: 205) that describes the values of character education includes religious values, moral values, common values, and the values of citizenship. To that end, the development of character values in learning, developed in an atmosphere of learning, as usual, through the process of integrating the learning materials that contain the element of character values such as Pancasila and Citizenship Education (PPKn) and Religious Education.

Implementation of character education in the classroom learning in each educational institution is bound to meet obstacles and challenges. Various obstacles will be overcome respective educational institutions in a way that is not the same. Even between one class with another class in the school is not necessarily the same in implementing the

curriculum of characters that are still new. Especially at the level of secondary school (SMP), one of the obstacles that will be experienced teachers is to determine the character-based learning model information and communication technologies (hereinafter ICT). Recalling the 2013 curriculum policy has determined the application of ICT-based teaching character education for junior high (Public Test Materials Curriculum 2013 Kemendikbud, Slide-24).

Needed an effort to face the obstacles that will arise in the application of ICT-based learning in junior high character for teachers. Moreover, if the review of aspects of the learning ability of teachers for these have a tendency not dare try to innovate the application of learning models, it would be problematic starting point for teachers in implementing ICT-based learning character. This condition is also further complicated by lack of specific guidance in character-based learning implementation of ICT for teachers in junior high.

Unavailability of specific guidelines of ICT-based teaching practices characterized for teachers of SMP is an indication yet as effective implementationcorrelated curriculum, 2013 in junior high school. So far, guidance provided is the Implementation Guide Character Education in Junior Year 2010 new elaborate on the importance of the implementation of character education in junior high school and have not touched on the specifications of ICT-based learning character in accordance with the curriculum policy in 2013.

In the document Free Character Education at Junior Kemdiknas (2011: 43) explained that the application of learning in junior high character refers to the principles of contextual learning (Contextual Teaching and Learning). However, in practice certainly requires a mature strategy formation that pencapian character values can be delivered with an integrated in ICT-based learning. As Koesoema Doni (2010: 177) explains that an important prerequisite success of character education is the formation of teachers. Then planting values in character education can be implanted by a junior high school teachers through ICT-based learning model character. Where, learning activities that reflect the character education should be planned carefully with based on the use of ICT as a learning orientation lest ICT media are used instructional materials became unable to support the planting of character values desired. In connection with that, it would need to be formulated learning model that can

accommodate the application of ICT-based learning that reflects the character of the planting of character values.

METHODS

This study was designed to assess the need for an ICT-based learning model character as a reference or guidance in instilling the values of character that is integrated in all subjects for group A in the curriculum, 2013 in SMP. This research will be developed ICT-based learning model character in accordance with the conditions of students in junior Padang. The study sample was SMPN 1 Padang, Padang and SMP Negeri 2 SMP Negeri 8 Padang. To build the model required in-depth study of the components involved in the lesson, including syllabi, lesson plans and learning evaluation. The study also involving the parties involved in order to develop learning model is meant as experts, teachers or educators and learners. Therefore, this study was designed using the research approach or the development of research and development (R & D). According Sukmadinata (2005: 167) R & D methods have an idea combines three methods of mutual support for the birth of a model that is a preliminary study, evaluative at this stage of the process of testing the model and experimental at this stage of testing the efficacy of the model.

Sugiyono (2009: 407) states that Research and Development is a research method that is used to produce a specific product and test the effectiveness of the product. The same thing also expressed by Borg and Gall (2003: 772) that is the development of research-oriented research to develop and validate the products are used in education. In the development of ICT-based learning model character, the research carried out with the intention of linking theory or existing policies with reality (practice) field and then developed into a better direction to be a learning model. Where, in this study learners and teachers are invited to apply the learning activities based on the application of ICT-based learning concept to integrate with the planting of character values and attempts to practice these values in their daily lives.

The method used in this research is qualitative methods, with a view to finding widely and deeply about the application of ICT-based learning model character in junior Padang. With qualitative research, researchers will see firsthand about the application of ICT-based learning in junior high characterless city of Padang implemented, the researchers will obtain the necessary data in order to develop ICT-based learning model character. In addition, qualitative research also emphasizes the descriptive aspect is based on observation, interview and documentation described by all the factors that were observed and

studied on an object that is associated with the quality of the character of ICT-based learning model in the Junior Padang. As revealed by Satori and Aan Komariah THIS NOTE (2009: 22) that qualitative research is research that emphasizes the quality or the most important of the nature of the goods / services.

RESULTS AND DISCUSSION

Observations and interviews directed to two aspects: 1) aspect of the implementation of ICT-based learning character; and 2) the aspect of availability of learning tools and learning resources ICT-based learning support character. For the aspects of the implementation of ICT-based learning focused on the character of learning strategy, the efforts of teachers in instilling the values of character, integrating the lessons and values of character, the problems faced in implementing the learning and learning media are utilized. While aspects of the availability of learning support and learning resources focused on supporting school activities teaching character, facilities that support the ICT-based learning, the availability of writings Reflectingcharacters and places of worship. From observations and interviews found the following results:

1. Findings of the Character-Based Learning Implementation of ICT

In observational research, teaching teachers doing character class always begins with a greeting and invites students to say "Bismillahirrohmanirrohim". Habits often happens in the classroom is not a lot of students who answered greetings from teachers and as well as when the teacher invites students to say "Bismillah" before starting the study. However, it was not all teachers do this, the tendency is precisely the majority of teachers are only enough to say hello, even some teachers who do not say hello. These conditions were confirmed by investigators to interview teachers, whereby when investigators questioned about "how teachers begin learning to watch the 2nd and the next hour?". The questions, most answered by the teacher by asking readiness of students to continue learning and some teachers who responded by asking the health of students. Only a small proportion of teachers who responded to start learning to say "Bismillah" together.

As teachers do perception by asking questions to the students about the last week of learning materials and an explanation from the teacher to the material, it was found that not the slightest teachers emphasize integration character values on the material that has been learned last week it was. The same condition is also displayed by all teachers in delivering learning materials to be studied, where teachers only explain such material without any mention of character values are imparted to learners. According to the teachers through interviews that the emphasis of character values still delivered to all of the material, especially in science subjects, social studies and Indonesian, but things are different for the subjects of English and Mathematics. Submission of character values that are integrated with learning materials for teaching English and Mathematics can only be done on a certain material, such as for teaching English material on "Greetings (Greetings / Acknowledgements / expression request)" to display images about someone who helped grandmother to cross the street and see a sick friend, or for material "shooping List", whereas the values of characters that can be integrated with the material in the subjects of Mathematics as in the case of the embedded character values such as honesty, discipline, rigor And Responsibility.

The efforts of teachers to instill character values to learners, from the observation of researchers found in three new school is that the efforts of teachers by instilling the values of discipline, awareness among fellow, responsibility for the cleanliness of class and honesty in making task by the teacher. This is consistent with the results of the interview, where teachers explain the discipline of learners in the learning followed by not doing noisier during learning, and provide assistance to another friend in distress.

In terms of implementation of learning strategies from the observation the researchers found that the learning activities conducted between teachers together learners by presenting questions about the information submitted by teachers teaching to the students, and then interspersed with explanations. The learning activities like this almost all the teachers implement the third junior to all subjects. This is consistent with the results of interviews with all teachers, but the learning activities is constrained by active learners. The results of the observations the researchers looked at the persistence of the learners indifferent and unconcerned with the teacher, there is even a play. This condition is also emphasized in interviews with teachers that active learners in learning to be a problem, but it is different with interviews and observations by teachers at SMP Negeri 8 Padang. From the observation of learning activities in SMP Negeri 8 Padang really alive, the students are very enthusiastic and passion in answering questions of teachers, even students dared to explain the learning materials in the classroom, because the teacher as a facilitator continues to provide opportunities to students who were never active in order to be active, as described

by the subject teachers IPS that "if there are children who never answer and ask then we will tell him to ask, and if necessary explain", as well as with teachers teaching science "if necessary, we asked who never ask and answer". Thus, it is understood that the problems faced by teachers in ICT-based learning in junior high character is a matter of active learners. For utilization of instructional media, researchers conducted observations on the implementation of teacher learning is generated that most teachers use more of the board, because it needs sufficient learning materials presented by the board, as described by teachers in an interview with investigators.From the foregoing, it can be concluded that the implementation of ICT-based learning in junior high characterless city of Padang has not been fully able to increase the passion and motivation of learners as expected. Emphasis cognitive remained the main core of teachers in implementing ICT-based learning character, even the orientation of ICT in learning is not yet vital needs of teachers in presenting learning material information.

2. Findings of the Study and Supporting Devices Learning Resources

In observation of researchers, found that support the successful implementation of ICT-based learning character derived from the infrastructure and facilities, learning activities in schools and the teacher teaching and learning resources on each SMP provides a very good impression. At SMPN 1 and SMPN 8 Padang Padang, learning activities in schools began with the reading asamul husna by all learners and study and pray, as defined by each waka curriculum in an interview with investigators. The same condition also occurs in SMP Negeri 2 Padang, where before the start of the first hour of learning the students are invited to pray together.

For the aspects of infrastructure such as classrooms soundproof and availability projector (infocus) for each class, especially in SMP Negeri 1 SMP Negeri 8 Padang and Padang is very good. Almost all the rooms with soundproof conditions and normal lighting, almost all locally available infocus. However, in SMP Negeri 2 Padang condition of classrooms in the observations researchers have been unable to support the learning of ICT-based character due to the condition of each class that have not provided infocus and soundproofed.

In his observations, the researchers also found writings that reflect the values of the characters on the learner's third junior high school. Posts hung on along the verandah of the teachers / principals and learners' learning space. From the observations of researchers, there is even a paper written by three languages (Arabic, English and Indonesia) as contained in SMP Negeri 8 Padang. In each SMP that we studied, it also provides space worship / prayer room and added more honesty canteen, where every student must take food that has been provided by the school and put the payment under the price of food which has been determined in a a city / box that has been provided in addition to the food place.

Planting of character values by the school, is not merely a theory but in practice, the school also provides a means of open learning space for students to study together with classmates or sister levels as contained in SMP Negeri 8 Padang. It shows how the schools to instill the values of togetherness, caring and kinship.

It can be concluded that the teaching and learning resources that support successful learning character-based ICT in each junior high school was very good, but when examined findings on the implementation aspect of learning character-based ICT gives the impression that all the facilities of infrastructure has not been optimally utilized by teachers and learners. As far as researchers have observed, the implementation of ICT-based learning in junior high characterless city of Padang is really effective is implemented in SMP Negeri 8 Padang.

3. Character Development Model-Based Learning ICT

Based on the research findings can be described that character of ICT-based learning in the city of Padang SMP has not been able to form the character of the students. Learning focused on achieving success whilst only cognitive psychomotor and affective domain has not been reached. In fact, in the implementation of active learners learning problems become the problems that hinder the success of learners, although there is one junior high school student participants' level of activity in learning quite well. For that, is necessary to develop learning model character to overcome any weaknesses. At least in the perspective of the researcher, there are four things that should be a concern of researchers in developing the character of ICT-based learning model in the Junior Kota Padang, namely:

a. Active learners

b. Achievement of competence psychomotor learners

c. The achievement of affective competencies learners

d. Oriented ICT as a learning ground character.

Basically, the general principle is prioritizing ICT-based learning principles of interesting, stimulating, challenging, effective and efficient and stimulating. Even the level of communication between teachers and students is optimal, if ICT really into learning basic character. However, in the observations of researchers, the main core to be able to overcome the four problems above boils down to active learners. To that end, based on the initial discussions of researchers agree on the character development of ICT-based learning model, the researchers chose scientific learning model with the addition of the element of cooperation (cooperative) and competition / competition among learners. The point is that learning is presented by teachers who only acts as a facilitator and motivator with learners who collectively understand the lessons and values of the characters contained therein. The cooperation process occurs only at the stage of observation.

The process of learning is done by way of competition / rivalry is where the teacher made a competition to students who want to actively ask, answer or explain further active learners who dare will be given an additional appreciation of the value for the success of the learning process. As an initial concept, each liveliness has a level of appreciation that is different, an example of active asked appreciated the checklist or one star and for the liveliness answer and explain appreciated 2 checklist or 2 stars, where a checklist or a star is worth the extra value of 5 for the success of learners that own. It is intended that each active learners not to be in vain for him. However, to make it more effective ICT-based learning character then the teacher should remain direct answers and explanations learners, so that only the answers and explanations which leads truth that can be appreciated by the teachers in the form of value addition. Moreover, teachers should continue to provide opportunities for learners who are less active.

The addition of the elements of cooperation and competition is expected to grow a high motivation in self-learners to engage in learning, not only to master the cognitive but also in achieving psychomotor abilities even affective, for each active learners both in the area of cognitive or psychomotor or affective be rewarded with adding the value of learning. The process also, it should not be in the spirit of the psychological pressure of students but establishes a personal conscious of itself and its future. However, learning model has been formulated researchers must also be strengthened by the idea or ideas of the teachers

as a form of contributions to the development of ICT-based learning model character.

The following description of the development model characterized by ICT-based learning:
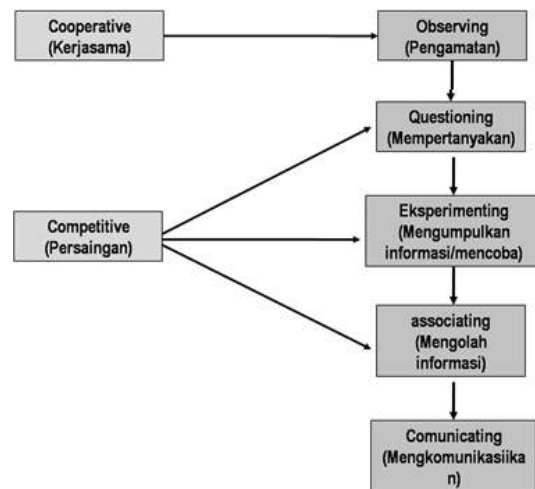
The learning model is developed to realize characterlessICT-based learning concept is to combine some of the elements contained in the medium of learning, namely: the material as a major part of learning, as well as the values of the characters, and the use of ICT itself in the development of instructional media. Media is packaged in such a way with regard practicality in use, as well as aesthetic value attractive layout and the most important is the charge of material relevance serves. The idea of character development of instructional media produced in the form of products shown in the following figure.

The idea of character development of instructional media produced in the form of products shown in the following figure.

Figure 1. Cover page   Figure 2. Media Home Page

Figure 3. Page Content   Figure 4. Page Character

The formulation of ICT-Based Learning Activity Character in SMP

1. Observations.

Learners are directed to observe a real object, through a medium of learning. Activity observed priority meaningfulness learning process (meaningfull learning) for it should be done jointly, and it is expected that learners can share an understanding of what has been observed. This method has certain advantages, is students who do not understand can be understood and learners who understand the more familiar. In its activities, the teacher must first form a group of observers, who will observe the real object together and will share the understanding of fellow members of the group led by the chairman of the group. In this case the focus of attention from the teacher to evaluate the attitudes of cooperation among learners in one group.

2. Ask

The second activity is asked. Before the process begins to ask, each learner will be given the opportunity to seek a question from the object that has been observed. Questions are presented for all learners in the class led by a teacher. This is done so that every student has a chance to answer. During the activity ask, teachers remain analyze questions and answers learners to remain focused appropriate learning objectives expected. Next, the teacher will provide additional clarification or reinforcement of the answer if deemed correct. By giving students the opportunity to ask or answer expected to foster an atmosphere that is intimate and fun learning. In asking the question to be a quality question. Quality question will produce quality answers.

3. Trying or Gathering Information

Try activities or gather information into the third activity after asking. In this activity, students are given the opportunity to try out or gather information about the core learning material they are learning and character values contained in the material. Every trial and described the information gathered in the classroom and will remain appreciated by teachers as a form of competition into active learners. In this case, the teacher still guiding explanation learners to not run away from tourist destinations is expected, so the only explanation is true that would be appreciated. This condition will develop affective, psychomotor and cognitive learners to associate the material with character values contained therein.

4. Information Processing

The processing of information in a manner invites students to bring an idea or opinion about the classification of information in accordance with the material that has been discussed and character values that have been understood. This activity can be done in groups or individually and still appreciated teacher for every opinion emerging from learners. This activity can also be done by the teacher presenting media objects that can be responded by the students of the object.

5. Communicate

This activity is strengthening against what students learn, teachers provide opportunities for learners to ask for a response to the information that has been He grouped to friends and teachers. This measure gives an advantage to students in developing self-confidence and seriousness in learning. By communicating the results of the experiment and its associates have carried learners in learning will strengthen students' mastery of subject matter that has been presented in the study.

CONCLUSION

Based on the findings in the first year have been describedabove it can be concluded that the implementation of learning character-based ICT in SMP city of Padang in order of value investment character of the students have not been implemented as expected, because the teachers have not been able to achieve success for all three domains learning (affective, psychomotor and cognitive) are only focused on the success of cognitive domains only. The model will be developed by the researchers is scientific learning model that will be developed with the addition of elements of cooperation and competition.

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PRINCIPAL VISIONARY LEADERSHIP IN ORGANIZATIONAL CULTURE

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ABSTRACT

This study aims to determine whether the principal visionary leadership in organization culture. Leadership is the power of aspirational,creative and moral force that is able to influence the members to change the organization culture attitude. The strength and excellence of the properties of the leader is ultimately a psychological stimulus that can cause a collective reaction of subordinates. Next will come obedience, loyalty, cooperation, and respect of the members of the group to Leader. Leaders must know exactly what you want to achieve (the vision), visionary leaders deeply understand how important it is to engage all stakeholders in organizaition to realize the vision of the future. Implementation of the visionary leader must have competence to carry out a number of missions to achieve their vision, and then the leader must have the characteristics and the role for future more advanced

Keywords : *visionary leadership,principal,organizational culture*

The dynamics of culture and nature of organizational culture should be built, how much more to support the implementation of regional autonomy, is the ability to grow the mental models that have the emotional strength to motivate the principal leaders of achievement and individual involvement in the success of the vision he had. In addition to the formal requirements such as quality of a person's integrity leaders are characterized by having the quality of faith and piety (IMTAQ), mastery of Science and Technology as well as skills and excellent physical qualities, has a great energy and was able to redirect that energy underling. Energy emerges from a strong personal conviction, motivate the organization and continuous change.

In organizations, a leader has taken effect. Not only to lead, a leader should be an example and driving the lead. A person can be said to be a visionary leader in producing educational productive, if during the performance of his responsibilities as a leader able to manage the process of education is constantly creating innovations with the resources available have managed to create the appropriate output to the vision and useful become competent human resources in line with expectations or desire of users of educational services, where the results can create graduates who have the benefit of the people who do it in the form of abilities, skills that are relevant to the lives and can help themselves and their families life, able to create social benefits as a result of understanding all graduates to create life quality and proper environmental.

According Kantabura (2010) that corresponds with the vision necessary creative leader, is responsible for making the vision. The steps; First, communicate and promote a vision for harmonize the order to support the system, including the system of recruiting and teamwork. Second, empower people to act consistently with the new vision and helps commitment maintain Third, helping motivate all stakeholders to work towards the desired vision or inspiring. Effective leaders motivate by setting goals.

According to Robins (1998) visionary leadership is the ability to create and articulate a vision that is realistic, credible and attractive about the future of the organization or organizational unit, trustworthy continue to grow and increase compared to today. This vision has a clear and encouraging, which offers an innovative way to improve, which recognizes and is based on tradition and related to measures that could be taken weeks to realize the changes.

Where the need for principals to implement visional. School principals leadership plays an important role, and is decisive in achieving organizational objectives previously set. A school head may not be able to work alone. School principals need the other organizations that are driven such that given dedication and contributions to the organization. Such devotion can be realized by working in an efficient, effective, and productive so that the objectives and vision of the school is reached. Principal leadership is so strong impact on the performance of the organization so rational when adversity education one of them caused the performance leadership of principals who do not adjust to the change and does not make education strategies that are adaptive to change. Because the

principal is an educational leader who has a great responsibility in the organization of education in the school.

Principals characteristics should be able to push the performance of teachers by demonstrating a friendly, close and full consideration of the teachers, both individually and as a group. Because the principal as a facilitator for the development of education. The school principal as the executor of a task laden with hope and renewal. So principals are required to have an idea that continues to grow, especially in the strategy of improving the quality of schools. Because the noble ideals of our educational indirectly also handed over his responsibilities to the principal.

Visionary of Leadership Principal in Organizational Culture

There are three terms that is a leader, lead and leadership. Leaders are people who can influence others, so that people who are affected will support the goals of the group. The leader is guiding, implementing, and directing. A visionary leader able to anticipate all the incidents that may arise, to manage the future, and encourage others to act in ways appropriate.

According Rosmiati (2009) leadership is a donation from someone in the situations of cooperation. Leadership and group are the two things that cannot be separated from each other. There is no group in the absence of leadership, and leadership otherwise exist only in situations group interaction. One cannot be said to be a leader if he is outside the group, he must be in a group in which he played a leadership role and activities.

Therefore, put the leadership position to unite art and science of individuals and groups in order to follow the orders of a leader in an educational organization. Became leader orders collective of institutions that have a certain size and targeting accordingly. According to Maxwell (2008) mentions that the key of success productive leadership, namely: first, the influence. Ability to influence. Medium vision is a picture of what might happen, an ideal lodging for individuals or organizations who are not satisfied with what is already there (Komariah, 2008).

Leadership with vision or can be called visionary leadership, made up of two words, namely leadership and visionary leadership is influence others and build innovations directly in the organization. Namely visionary ideas that attempted to describe something based into the future and a show of strength to survive when setbacks or failures (Bennis, 1985). According Harefa (2010) visionary is a deep dissatisfaction

regarding the factual reality of today coupled with a sharp view on the possibility of creating a new reality in the future, which is fundamentally better.

According to Hofstede (2010) cultural organization is an arrangement of collective thinking that distinguishes the members of an organization to another. According to Mansor and Muhammad (2010) organizational culture is a complex set of beliefs, assumptions, values and symbols that are used in determining the way in which the organization manages. Organizational culture can be an instrument and a major competitive advantage, when the organizational culture can support the strategy of an organization, and was able to answer and address the environmental challenges accurately and quickly.

As a leader seen as capable of influencing and motivating positive to its employees through the authority and position; ability to maintain, organizational culture and create order, order for its employees. Visionary leadership orientation will appear on the attitudes and behavior of leaders who understand the vision, mission and strategy of the organization, personal integrative and proactive, love and engage in change and always update the information by networking widely.

According Yulk (2010) argued that the ability to perform actions strategic leader relies on historical factor organization (organizational culture) that is affected by changes in the external environment (technology development), strategy development and increased consistency between strategic organizational structure, culture and human resources. An organizational culture serves as social glue not only the discourse but must be implemented in a concrete way for the creation of life together in an organization.

Cultural issues are one thing that is essential for an organization, because it will always be associated with the institution. Organizational culture is one tool that can unite intercourse between leaders and their employees, that with the culture will make employees feel themselves part of the organization. According Khan (2012) stated organizational culture has a positive and significant impact on the performance of employees, and it is getting stronger culture of the organization, the higher the performance of employees.

According to Robins (1998) examines the impact of organizational behavior to individual, group and structure have on behavior within organizations for the purpose of applying knowledge to improve organizational effectiveness. Behavior in the organization comes from two sources, namely; individuals and groups. Group behavior and interpersonal influence also provide power for the performance of the organization. As environmental change institute intensifies,

creativity and innovation has become a major activity and routine for the organization.

Specific characteristics Visionary of Leadership Principal

There are some opinions from experts about the characteristics possessed by visionary leaders. According Sashkin (1998) mentions a visionary leader has three characteristics, namely: (1) thinking into the future, (2) establish and describe vision clearly and develop methods to achieve this vision, (3) engage with others in seeking support for vision.

In line with Nanus (1992) asserts visionary leaders is an effective leader who has among other characteristics; (1) always has a plan, (2) oriented full on results, (3) adopt new visions that challenge, needed, and can be reached, (4) communicating the vision, (5) influencing others for support, (6) eager utilize resources to realize the vision.

According to Singh (2012) the characteristics of the best leaders are: empowering, knowledgeable, inspirational, visionary, confident, assertive and helpful. Characteristics of "bad" leaders are: manipulative, selfish, dishonest, unapproachable, condescending. According to Bennis (1995) that the leaders work to manage. The leader's ability to create a vision and translate into reality the so-called visionary leadership is an interesting target, resulting in the commitment of all the personnel to make it happen.

Further according Zamroni (2011) organizational culture or the culture of the school that has four characteristics, namely: (1) culture is a special school, because each school has a history, communication patterns, systems and procedures, vision and mission statements; (2) the school culture is essentially stable and usually slow to change, school culture will change when there is a threat of crisis from another school; (3) school culture generally has a history that is implicit and not explicit; and (4) the school culture appears as a representative symbol of the underlying beliefs and values of the school. Knowledge and courtesy of the personnel of the school / madrasah which is accompanied by the ability to gain the trust of anyone, who would give a convincing impression for others. This dimension requires teachers, staff and school heads skilled, professional, and well trained in playing its role to meet the demands and needs of students, parents, and community.

Culture positive of visionary leadership will create an atmosphere conducive to the achievement of the vision and mission of the school, and vice versa negative culture will make achieving the vision and mission of the school / madrasah run into many obstacles. Visionary leadership culture is a good example willingness to appreciate the work of teachers and employees. Seriousness in carrying out duties and responsibilities, the motivation to continue to excel, commitment and dedication to his responsibilities. According to Lee and Kim (2013) visionary leadership culture to inspire, reflect the positive values, and encourages commitment to the organization in the future. The approach focuses on the growth of the visionary leaders of schools where flexibility and continuous improvement is a major aspect for the success of the school.

Visionary leader is a leader learning to act as a problem solver, provider of resources, and a spokesman with the many roles in managing the school's vision that will move towards a better future. The school principal visionary who led with a powerful vision did not feel afraid of stating this is something that I believe; this is something that can be perfected by the school.

Vision is the driving force that guides, directs and facilitates achievement. The qualities of a visionary principals, other than he was able to see and take advantage of opportunities in the future, he also has the leadership principle. Therefore, an education unit must have principals who possess extensive knowledge and competence to be able to formulate and bring the school in accordance with what is envisaged. Vision must be stated clearly.

Vision definition should use simple language, it means easily understood and implemented by all parties, as well as instructive. That is the vision set forth encourage all schools to realize component. A good vision for the school is a reasonable, tangible, and not too difficult to achieve, as well as meaningful for everyone.

According to the Beach (1993) describes the vision of the ideal future, implying that current organizational culture memory and the activity or change. Vision is an ideal future, may be the retention of the cultural and organizational activities ongoing or can be in the form of change. According to Thomas (2011), although very varied vision, a vision statement that inspires and motivates have certain characteristics as follows.

1. Brief; vision statement is not made in sentence length, but in brief, easy to read and understand, and can often be communicated.

2. Clarity; vision must be clear, does not contain a different interpretation of the reader. A clear vision statement may affect the acceptance and understanding of those who receive.

3. Abstraction; vision is not operational goals that can only be pursued and achieved in a short time, but the ideal expression of the ideals of the

organization that accommodates the progress of the organization.

4. Challenges; a good vision statement formulated by challenging the ability of personnel. Personnel who are challenged may indicate optimal performance and establish a sense of confidence,

5. The future orientation, the vision is the future. The future vision is the quality of all aspects of the organization.

6. Stability; vision statement is not easy to change because he can accommodate the change, interests, and desires of the organization in a relatively long period of time so that changes that occur outside the organization do not make threats to the organization's vision.

Preferably, vision should be favored Hidayah (2016) Characteristics of visionary leadership is divided into seven, namely;

1. Insightful Visionary (future oriented) and able to deal with the future. Insight into future oriented as the visionary leader is always led by the vision of the entire life cycle of the organization he leads. Vision serve as a pointer signs that have the power to inspire action and help shape the future.

2. Strategic thinker and planner. As a strategic thinker, they must have the ability to formulate a clear vision, inspiring and evocative. As a strategic planner, a visionary leader to plan ahead to make the best step. Planning meant creating a strategic plan of action with specific strategies in mind.

3. Innovative and daring to take risks. Leaders are specifically noted to change old mental maps, and the ability to think out of the box. They have the ability to think quickly when solving problems because their thinking is widespread and systematic, look at the big picture, the whole system, and they then make strategic innovative ready to risk to achieve their vision.

4. Imaginative. Visionary leaders are able to make the mental leap that takes what have now become what could or should be.

5. Optimistic and Enthusiastic. Visionary leaders working on the premise that this is the best time to live, that the world is full of opportunities and that most of it was possible. It has a strong flavor, has a lot of control and confidence that success, especially to me.

6. Employee empowerment. Visionary leaders see each other as a valuable asset that must be considered and develop their professionalism through education and training.

7. The best communicators. Visionary leaders have the ability to articulate clearly to all stakeholders at the big picture and focus on organizational objectives. Visionary leaders through effective communication with employees and the public both verbal and nonverbal means building a good relationship and can motivate all stakeholders to build a culture of team work and make changes. As a good communicator, they must know how to verbalize dreams and goals and can explain to the team. Communication is not just one side. In addition to sharing his vision for the future, a visionary leader is also an active listener.

Visionary Leadership Role Principal

Role is a dynamic aspect of the position. If a person is exercising its rights and obligations in accordance with his position, it means he's running a role. The difference between the position and the role is for the sake of science. They cannot be separated because one depends on the other and otherwise. According Hidayah (2016) defines the role as a complex human hope against individual how to behave and act in certain situations based on the status and social function.

Cannot be denied that a person's behavior strongly colored by many factors, as well as the perception of these factors. Perception that owned it was precisely that determines the shape of the nature and intensity of its role in the organization's culture. Diversity personality that is exactly what became one of the most serious challenges to be faced by every visionary leader. Then, the ability to face the challenges it was also one of the most important indicator, not only than the effectiveness of personal leadership, but also the toughness of the organization he leads.

According Nanus (1992) leadership and his visionary work in four important roles as follows;

1.Determinants Directions (Direction Setter)

Leader who has a vision acts as a determinant of the direction of the organization. As a bellwether, a leader conveys a vision, communicate, motivate workers and colleagues, and to convince people that what was done was the right thing, and support the participation at all levels and at all stages of the business into the future. While the organization was seeing the confusion facing various changes and new structure, visionary leadership appeared as a pioneer that determines the intended direction through the minds of rational and intelligent about the goals that will be addressed and directed behaviors moving forward towards the desired.

As a bellwether, the leader must be selected and set targets by assessing the external environment future mobilization destination entire organization's resources. He should be able to draw

up the steps toward the goal that can be accepted as a real progress by everyone in the organization. Because the leader is the decisive factor in achieving success for an organization. The successful leader will be able to manage the organization, can affect others in a constructive and able showing right direction and the actions that must be done together. There must be an absolute leader in an organization because the organization will not be able to run by itself without a leader that drives the organization.

Taken together, the visionary leadership to analyze the possibilities to be taken, the streets or the techniques and methods as well as resources that elected what can be used to achieve progress in the future. To become a determinant in the right direction, a visionary leader must have the ability to analyze the position. Is currently widely used SWOT analysis in order to find the position of the organization and further on sharing efforts with other personnel, ideals setting future organizational.

Leaders act as a bellwether, meant to give clarity to his ways or the effort that must be done, the steps which can be taken and the steps which should be avoided in order to achieve goals effectively and efficiently. Visionary leadership role is to guide the follower in assign direction to go in implementing the vision of the school.

Bellwether role, leaders must be able to provide the vision, goals, and objectives as a guide to the future. Without clear guidelines, a leader will fumble, arbitrarily without priority, and will be trapped in the uncertainty. Besides bellwether role also includes efforts to develop morale, good order subordinates are willing to give everything and not just working origin working.

2.Agents of Change

In his role as a change agent, visionary leaders are responsible for stimulating changes in the internal environment. Leaders will feel uncomfortable with the situation static organization and the status quo, he dreamed of an organization's success through the new buzz-buzz that trigger the performance and accept challenges by translating into employment agenda which clearly and rationally.

Visionary leaders are not satisfied with the existing one, he wants to have the advantage of that is like thinking how to develop learning innovation management schooling, cooperative relationship with the business world, and so forth. Of course, to produce innovations that reliable and leaders must be able to anticipate developments outside world, estimating the implications for the organization, and a priority

for the changes required by the vision of leadership. The role of the visionary leader is a pioneer and a trigger for various changes toward better in vision implies

3.Spokesperson

Effective leader is one who knows and appreciates all forms of communication are available, to explain and appreciate all forms of communication that field is available, in order to explain and build support for the vision of the future. The leader, as a spokesperson for the vision, must communicate a role that binds everyone to get involved and touch the vision of the organization internally and externally

Visionary leaders not only have the ability to convince people in the form of internal, but more away is how leaders can access the outside world, introducing and disseminating the advantages and vision of the organization which will have implications for organizational excellence. From the results of negotiations are expected to end up with the cooperation enchant morally although material. Is a visionary leader and a master negotiator in another organization-related higher, but not the kind of sycophant partiality toward people who are considered powerful, but instead he is close to the principals.

His speaking ability, along with the belief rational logics that the organization's vision interesting, useful and fun make it a great negotiator. Character visionary leader is to deliver basic thoughts, ideas, and writing so that they can communicate empathically in building commitment and conveys a variety of interests related to the implementation of the vision.

4.Coaches

Effective visionary leader must be a good coach. By this means a leader must use teamwork to achieve the stated vision. Leaders optimize the ability of all players to cooperate, coordinate activities or their efforts towards the attainment of victory, or toward the achievement of a vision of the organization. The leader as coach, brief the workers to focus on the realization of the vision by directing, encouraging, and building confidence in the players that are important to the organization and its vision of the future.

As a good coach, visionary leaders demanded patience and role models (which is based on the ability/expertise). In his role as a professional trainer should be able to develop the professionalism of the people they lead through the sharing of educational and training programs to improve the performance of their subordinate's quality. It performs strategic steps to transform the various innovations to stakeholders through the empowerment of staff and creating a system of democratic leadership that has vision of the organization as a formulation that is shared.

Visionary leaders as an effective coach must be able socialize well as in cooperation with the people to construct, maintain and develop the vision espoused, culture must be created, the behavior must be shown the organization, and the ways to realize the vision into the culture and organizational behavior. All of them demanded the leader as an expert / specialist who served as a coach who can pass knowledge on to others. The role of visionary leaders is giving an example or how strategic work.

Cultural organization or school culture can shape a person's adherence to the rules and create a new positive habits through the efforts of the enforced discipline of the school. School effectiveness can be judged on their efforts to create a productive organizational culture of the school, the culture that supports the growth of empowerment and independence of personnel in performing basic tasks and functions. Thus, in the school feels the nuances of growing value, habits resident's good schools, clean and discipline as well as the growth of the attitudes and behavior of all personnel who guided ethics and morals.

The role of visionary leaders as a professional coach also looked at the efforts made in implementing the vision into organizational culture or the culture of the school. School culture is an important aspect in the education system that gives feeling happy or sad, love or sorrow, passionate or lethargic, proud or disappointed and everything that involves one's feelings

As according Rival (2010) the role of visionary leaders can be divided into three parts; 1) The leaders of the future must be flexible and has an extensive experience, 2) assume spiritual responsibility as the head of an organization becomes necessary functions, is not a trivial thing to be experienced or delegated to others, 3) act effectively no longer be made centrally in the top of the organization.

According to Robert (2010) states that the role of the principal that success includes five functions, namely;
1. Visioning, with regard to the future as what is selected,
2. The creation of cultural meanings given birth identity in communities covered by the creation of the culture of the school and in the school towards a future that is based on strong values and timeless.
3. Adjustment elements of the organization supports the passage of a comprehensive implementation of school-based innovations directed at the vision advanced study

4. The distribution of power and leadership to encourage teachers and community members to be involved in the decision making process at the school.
5. External Cooperation and create a network of collaborative relationships with other schools and the public in the frame of the development of the school.

The success of the school depends heavily on the ability of the principal to lead with vision. Visionary leaders know what is best for students, schools and school communities and make decisions based on beliefs that are used to develop a vision. According to Murphy (1990), the visionary leader understands the direction and goals of the school, and decisions regarding future actions made by the school's vision. Visionary leader is someone who works to inspire and empower all people at all levels within the organization while leading the process of change.

Personal vision of the leader is the starting point for discussions about changes made together teachers, staff and stakeholders. Discussions of these changes led to the formation of a shared vision. Visionary leaders have the ability to use schools goal-setting to develop and raise the vision, through with stakeholders to discuss the agenda of a number of options and create a conducive learning environment for all students and the entire staff.

Visionary leaders to make sure that vision is focused on all the staff to be involved and understand their role is vital to the organization. Another aspect of the role of visionary leaders to give support to staff in understanding how to provide a productive teaching that will provide motivation for students to learn high.

CONCLUSION

Leadership is influence others and build innovation directly in the organization. namely visionary ideas that seek to describe something Based into the future and show the strength to survive when setbacks or failures. As the visionary leadership characteristics; (1) always has a plan, (2) full oriented on results, (3) adopted a new vision That challenge requires, and can be achieved, (4) communicate the vision, (5) to influence others to support, (6) eager harness resources to realize the vision.

While the primary role of visionary leadership in organizational culture is; First, leaders who have a vision serves as the leader of the organization's culture or the culture of the school. Second, in its role as a change agent, visionary leaders who are responsible for stimulating changes in the internal environment.

Third, the spokesman. Leaders know and appreciate all forms of communication are

available, to explain and appreciate all forms of communication are available, to explain and build support for the vision of the future. Fourth, effective visionary leader must have a good coach. Leaders optimize the ability of all players to cooperate, coordinate activities or their efforts towards the achievement of victory, or toward the achievement of the organization's vision.

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THE MISCONCEPTIONSOF NATURAL SCIENCE (IPA) IN PRIMARY SCHOOL TEACHERS IN RURAL AREAS OF NORTH KALIMANTAN

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ABSTRACT

The objective of this study was to identify the misconceptions of Natural Science (Ilmu Pengetahuan Alam) on primary school teachers in rural areas of North Kalimantan. This study employed a quantitative descriptive research. The population was the primary school teachers in rural areas of North Kalimantan that was Long Pujungan district, Malinau, North Kalimantan. The techniques used in taking the sample was a cluster sampling where 22 primary school teachers in rural area of North Kalimantan were taken. The instrument of this research was a written test in a form of multiple choice test equiped with the CRI (certainty of response index) answer sheet. The data were collected by distributing multiple-choice test which was consisted of 40 questions equipped with the CRI answer sheet and interview. Thus, this research result indicated that the teachers had got misconseptions about natural science concept, that is, force, light, and simple machine. The misconceptions were caused by the internal knowledge of the teachers themselves and the learning resources used by the teachers.

Keywords: misconceptions, natural science, rural areas

Since 22nd of April 2013, North Kalimantan is the newest province in Indonesia. There are 5 districts in this new province, which are Tarakan, Bulungan, Nunukan, Malinau, and TanaTidung. One of district that has various geographical area is Malinau, this district has 12 sub-districts. One of sub-districts that is located far from the city is Long Pujungan. This sub-district can be reached by boat within two days and one night. Because of Pujungan is far from the city center, this sub-district can be categorized as a hinterland. It is not easy to get communication access and transportation because of the location. So do access in the educational sector. Obviously, there are significant differentiation among cities and hinterlands in terms of learning resources and limited educational information. Furthermore, those facts are also supported by the result of questionning the head of UPTD at Pujungan explaining that education in Pujungan is still left behind other areas, which was also confirmed by an observation on 6 October 2016. The researcher observed teachers at the Elementary School 001 Long Pujungan and the result showed that their conceptual understandings of science concepts is still low. The teachers were given a set of questions to analyze but only a few answers were correct. Based on interview with elementary school teachers, there are no research in teachers' misconception in that

area within ten years. Chaniarosi (2014) has done a research titled "misconception identification of high school biology teachers grade X on human reproduction system topic" and found that there are also some teachers who experience misconception. Similarly, Wibowo (2016) also has done a research related science misconception at elementary school. This misconception can be identified using certainty of response index (CRI) method. This method was invented by Saleem Hasan in 1999. This method can be applied to measure respondents' certainty in answering question.

Those background shows that research in science misconception using CRI (certainty of response index)is important for elementary school teachers in hinterland, so teachers can understand science concepts thoroughly.

Science is one of disciplines that has characteristics similar with other disciplines. Each discipline, either has general characteristic also has specific characteristic. General characteristic of a discipline is facts and rules showing relationships between one and others. Those facts are arranged sistematically and stated with correct and certain language so can be searched for and understandable for communication.

Pardede (2010) mentioned some of specific characteristics (a) Science has a scientific value which means that the truth in

science can be proven again by every person using scientific approach and procedures as the inventor has done; (b) Science is a set of knowledge that has been arranged sistematically, and its implementation is limited to natural phenomenon; (c) Science is a theoretical knowledge; (d) Science is concepts that is intertwined; and (e) Science consists of four elements, they are product, process, application, and attitude.

Science product can be a fact, principle, theory, and law. Process is a procedure to solve problems. Application is the implementation of methods or scientific works and science concepts in daily life. Attitude is a curiosity of objects, phenomena, life creatures, and cause and effect correlation resulting in new problems that can be solved using correct procedures.

Science concepts in elementary schools are integrated concepts, because they are not separated, such as chemistry, biology, and physics. Science as a discipline and its implementation in societies has important impacts in science education. Teaching and learning should consider children cognition. Paolo and Marten (Samatowa, 2009:5) defining skill process as: (1) observing, (2) understanding what has been observed, (3) implementing new knowledge to predict what will happen, (4) testing predictions in some situations to verify the prediction. In science, students and other science learning should be sceptical because we have to modify models of nature in order to make them parallel with new findings.

One of misconceptions can be a pre knowledge, mistakes, incorrect correlation among concepts, intuitive ideas or naive. Novak (Suparno, 2013) defines misconception as concept interpretations in a statement that cannot be accepted. Brown (1989;1992) explains misconception as a naive view and defines it as an idea that is not appropriate with acceptable scientific definition. Feldsine (1987), found that misconception is a mistake and incorrect relationship among concepts. However, Fowler (1987), explains more specific about misconception definition. He thinks that misconception is an innacuracy definition of concepts, incorrect concept implementations, wrong example classification, different chaos concepts, and incorrect concept hierarchy. Hasan (1997) also defines that misconception is a cognitive structure (understanding) that is different from received understanding, and this cognitive structure disturbs the process

of receiving new information. From those definition can be concluded that misconception is related to innacurate science concept or definition from expert.

METHOD

This is a descriptive qualitative research. Descriptive research is a research that is describing or explaining real phenomena. (Sukamdinata, 2011: 72).

This research was done in Elementary schools at Long Pujungan from 1 October – 1 November 2016. The population of this research is all of elementary school teachers at Pujungan sub district. The sample was collected using cluster sampling. Teachers who were selected as samples are they who teach in SDN 001 Long Pujungan, SDN 002 Long Pujungan,SDN 006 Long Pujungan, SDN 005 Long Pujungan and SDN 008 Long Pujungan.

The instrument for this research is multiple choices questions. There are 40 questions in the instrument and the answer sheet is using CRI model. The data was collected using a tes with a CRI answer sheet. The options for certainty level has been modified to be more simple, which is from 6 scale becomes 3 scale. Those scale are certain, moderate, and uncertain.

The answers were categorized based on CRI criteria and presented based on three categorize, understand, misconcept, and not understand. The data was analyzed using an equation(Sudijono, 2009 : 43)

FINDING AND DISCUSSION

The result shows that elementary school teachers in the rural areas experience misconception in teaching and learning science. The percentage of teachers' answer can be seen in Table 2.

Data from Table 1 is presented in Graphic 1
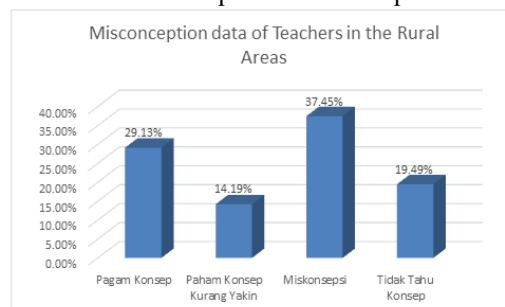
Graphic 1. Misconception Data of Teachers in the Rural Area

Table 1 shows that there are 37, 45% teachers that experience misconception, 29,13% teachers do not understand the

concept, 14,19% teachers understand the concept but they are not certain, and there are 19,49% teachers that do not understand the concept. There are more than 50% questions (14 questions) showing teachers' misconception. Those questions are question number 2, 5, 9, 15, 18, 19, 22, 23, 24, 25, 26, 32, 39, and number 40.

Table 2. The percentage of test result on Elementary School Teachers in the Rural Area

Quest. No	Understanding (%)	Uncertain (%)	Misconcept (%)	Do not know the concept (%)
1	70,8	20,8	8,3	0
2	0	0	66,6	29,2
3	54,2	16,7	8,3	20,8
4	70,8	25	0	4,2
5	8,3	0	58,3	33,3
6	50	12,5	16,7	12,5
7	45,8	25	20,8	8,4
8	29,2	12,5	41,7	16,7
9	12,5	0	62,5	25
10	75	16,7	4,2	4,2
11	4,2	0	75	20,9
12	41,7	33,3	16,7	8,4
13	12,5	4,2	45,8	37,5
14	45,8	12,5	25	16,7
15	0	4,2	54,2	41,7
16	0	0	45,8	54,2
17	8,3	25	50	16,6
18	0	29,1	62,5	8,4
19	0	0	79,2	20,8
20	33,3	12,5	45,8	4,2
21	8,3	50	41,7	41,6
22	8,3	0	75	16,7
23	4,2	0	70,8	25
24	0	4,2	66,7	29,1
25	4,2	0	79,2	16,7
26	0	4,2	79,2	16,7
27	87,5	0	0	12,5
28	70,8	16,7	0	12,5
29	32	12,5	45,8	8,4
30	54,2	29,7	12,5	4,2
31	50	37,5	8,3	4,2
32	4,2	0	54,2	41,7
33	50	29,2	6,25	4,2
34	62,5	29,2	4,2	4,2
35	58,3	25	8,3	8,4
36	58,3	25	0	16,6
37	37,5	37,5	12,5	12,5
38	8,3	0	37,5	50
39	0	12,5	54,2	33,3
40	4,2	4,2	54,2	37,5
Rata-rata	29,13	14,19	37,45	19,49

Teachers experience misconception when they are answering question number 19, which is about the position of feather and marbles when they are thrown from a certain position in the vacuum room. There are 79.2% teachers assumed that the marbles fall to the floor first. Their answers were based on their experiences in their life without considering the vacuum condition. Some of other answer explaining that the feather and the marbles will be flying similar with astronouts who are on the space. In fact, there are no (small effect) of gravitation causes the

absence of air on space. However, the absence of air on the tube does not mean that there are no gravitation, because gravitation is an action on pulling objects (between feather and the earth and between marbel and the earth). Both objects will fall with similar speed and velocity. Since there are no friction with the air, therefore those objects will reach the bottom of the tube at the same time. The right answer is A, in which those two objects will reach the bottom of the tube at the same time.

Another misconception was also found in question number 25, in which there are 79,2% of teachers experienced misconception. The question was about a stone that is thrown into a pond. Water spreaded on the edge of the pound comes from the water that is closed to the edge. However, many teachers though that the water comes from the stone that fall to the center of the pound and from the bottom of the pound where the stone fall, that is because the teacher may think that the water spread together with the wave. Indeed, when the wave travel, the water only vibrates, so the correct answer is C. This also happens to question number 26, there are 79,2% teachers experienced misconception for the question related to audible tone and sound. The teachers have not been able to differentiate which one is the powerful sound and audible tone.

Based on interview with elementary school teachers, misconception occurs because of the limitation on learning resources, some teachers only use one book, even there are teachers that use book published before 2000. There is no variation on textbooks usage that can lead to the teacher misconception, it is also mentioned by Odom (Kustiyah, 2007) that the only one textbook usage will potentially cause teachers' misconception. This condition is dangerous because not only teachers that will experience misconception but also the students. Another misconception cause on teachers is related to their own knowledge. In which, the knowledge was built based on their thought and interpretation to the elementary school science concepts. Meaning that they understand does not fit to the expert so misconception is experienced. It is important to pay attention, because teachers who experience misconception will explain wrong concepts to their students. Similar with Woolfolk and Nicolich (1984) Hewindatidan Suryanto (2004) explain that

there are strong relationship between explanation and student achievement. Since there are low understanding of science concept in the rural are. Elementary school teachers in the other rural area are dominated by the one who graduated from seniorr high school who are doing their bachelor degree program, so their science concept are still relatively low.

CONCLUSION

There research shows that the there are only 37.45% teachers experianc missconvception. Misconceptions . Misconception o science susally can be found and read arefully. There are 37.45 % of teachers experienced misconception. The misconception can be found on wave and sound topic. The factor that cause misconception on teachers' understanding is teachers' thought that was coming from the textbook.

Hopefully there will be next research about misconception using different subject and concepts so the quality of Indonesian Education will be better in the future.

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A STUDY OF GIFTED STUDENTS' ACADEMIC PREFERENCE AND THE IMPLICATIONS OF DEVELOPMENT PROCESS

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ABSTRACT

Understanding students and their interest are important prerequisites for effective teaching. Moreover for gifted students who have special characteristic in learning than regular students such as kognitif, afective, and learning style. The purpose of this study is to identify preference of gifted students in academic interest. The academic interestsuch as science, social and art. The samples of this study are fifty-nine gifted students. This study used survey method with cross sectional approach. Data collected through by Rogers Academic Interest in Science, Social, Art questionnaire. Data analyze that used in this research is descriptive analyze. The result of this analysis showed that most of gifted students have academic interested in science. In addition, gifted students have less academic interest in art. The findings from this study can be used as a guidance for developing gifted students' academic interest.developing gifted students' academic interest requires internal or external support so that the purpose of this development can be achieved.

Keywords : preference, interest, learning, education, gifted student

Giftedness is an interaction among general and/or specific ability, high responsibility level of duty or obligation, and high level of creativity (Renzulli in Hawadi, 2002: 56). In line with the statement, United States Office of Education (USOE) (In Hawadi, 2002: 4) defines gifted children as children who can prove their high achievement in some fields like intellectual, creative, artistic, leadership or specific academic and those who need different service or activity served in school based on their ability. Gifted children's ability is different with other regular same-age-students and this makes talented children need education arrangement to build their potential (Hodge, 2013).

Giftedness possessed by someone is different with others, but it can be differed in five areas (Rogers, 2014). Those five giftedness areas are (1) Intellectual ability, (2) Specific academic ability, (3) productive creative ability, (4) psychosocial/leadership ability, and (5) visual and art ability. These giftedness differed in some domains need to be identified so teachers can describe level of giftedness, describe students' potential, and place students based on their giftedness domain (Hodge, 2013).

In Indonesia, rights of gifted children are regulated in the legislation number 20 Year 2003 article 5 paragraph 4 about Natioanl Education System said "*warga negara yang memiliki potensi kecerdasan dan bakat istimewa berhak memperoleh pendidikan khusus*". Citizen having intelligence potential and special talent have rights to get special education. There is also other statement that

stated in article 12 paragraph 1b "*setiap peserta didik pada setiap satuan pendidikan berhak mendapatkan pelayanan pendidikan sesuai dengan bakat, minat, dan kemampuannya*". Every student in every school has rights to get educational service based on their talent, interest, and ability. In line with those legislations, government provides educational services for gifted students through acceleration program. The essential part of this program is to give services for students with special talents and excellence intelligence to get faster in their education (Estiastuti, 2008). Besides, Widyastono (2002) also stated that acceleration program is a program giving educational services based on students' intelligence potential and special talents, by giving chance for them to be able to finish their regular program in shorter time than their peers.

Acceleration class in Indonesia is seen as giftedness class that mostly in science. The one of reason of selection stages for acceleration class is that student must have good mark for their science subjects (Hawadi, 2005). It makes acceleration class focuses on science subject and becomes science class. On the other side, Hawadi (2005) argues that gifted children in acceleration class have varied abilities and interests. It can be a reason that students in acceleration class have interests in other subject, beside science, as potential that needs to be built.

Interest in academic is one potential that needs suitable service. Schiefele (in Essien, 2015) states that interest is particular feeling on some conditions, things, or someone else. In line with the statement, Slameto (2010: 180) argues that interest is preference and bond on something or activity without any command to do. Essien (2015) also

states that interest is a person's long term form of objects, activities, or knowledge. Based on those statements, it can be concluded that academic interest is a kind of preference of one particular subject that can become academic potential. Thus, it is important to determine students' interest on particular academic subject so that they can get suitable service.

To measure specific academic interest, Rogers (2014) has *Rogers' Interest Inventory* (RII) questionnaire. The questionnaire can help teacher in deciding gifted students' academic interest. The questionnaire has seventeen items that can measure gifted students' interest level on specific subject. Result of this measurement can be categorized into three levels, namely very motivated, motivated, and lessmotivated. Based on the result of this questionnaire, teacher can recognize gifted students' another academic interest in acceleration class.

Based on the elaboration above, it is needed to do a research on academic interest of giftedstudents in acceleration class. This research tries to explore whether gifted students in acceleration class are students with science academic specific subject or have another academic interest that can be their main potential academic. Besides, the result of this

research can be reference in choosing suitable service for talent.

METHOD

This research used qualitative approach by analitic descriptive method. This research was held in acceleration class of SMA Negeri 3 Surakarta. The subjects of this research are fifthy-nine students. Datas was collected though Rogers' Interest Inventory (RII) of the three subjects such as science, social and art. The data collected were analyzed descriptively. Before described, the results of collecting datas was categorized into three categories according to the scoring system on Rogers' Interest Inventory (RII). If the average score of each instrument is 2.67 to 3.33, the subject was included in the category "motivated/interest" in these subjects.If the average score of each instrument is 3.34-4.9, the subject was included in the category "very motivated/very interest" in these subjects . Whereas, for score below 2.66 can be concluded that the subject have"less motivated/less interested".

Baseline descriptive statistics for average score of gifted students' specific academic interest are presented in Table 1

Tablel 1. average score of gifted students' specific academic preferences.

Kelas Aksel 1				Kelas Aksel 2				Kelas Aksel 3			
No	Science	Social	Art	No	Science	Sociall	Art	No	Science	Sociall	Art
1	3,41	3,06	2,53	21	2,65	1,94	1,76	41	2,88	1,94	1,41
2	3,12	1,82	1,71	21	2,71	3,41	2,82	44	3,29	2,71	2,47
3	3,00	1,41	1,71	23	2,12	1,88	1,76	44	2,82	1,71	1,41
4	2,59	2,47	1,29	24	2,71	2,65	2,88	44	2,94	2,41	2,76
5	3,12	2,00	2,35	25	3,71	2,00	1,06	45	3,00	2,76	2,53
6	3,47	2,47	1,94	26	2,76	3,24	2,25	46	2,76	3,53	2,00
7	3,47	2,18	2,12	27	2,59	2,18	2,53	47	3,18	2,88	2,65
8	3,47	2,18	2,35	28	3,82	2,76	2,88	48	2,12	1,76	2,12
9	2,76	1,47	1,82	29	3,35	3,35	1,76	49	2,12	1,76	2,12
10	2,94	2,35	2,24	30	2,88	2,82	2,47	50	2,94	2,18	2,18
11	2,24	2,00	2,29	31	2,71	2,41	2,59	51	2,94	3,12	2,76
12	2,71	2,00	2,29	32	2,53	2,47	2,06	52	3,59	1,65	1,47
13	2,94	2,41	2,94	33	3,29	2,29	2,06	53	2,00	1,88	1,94
14	1,94	2,59	2,41	34	3,29	3,06	2,12	54	2,41	2,12	2,82
15	2,65	2,59	2,65	35	3,06	2,82	3,12	55	2,59	1,41	1,41
16	3,24	1,82	2,71	36	3,35	2,12	1,88	56	2,71	2,82	1,41
17	2,94	1,82	3,06	37	2,41	2,29	2,18	57	3,24	1,71	2,12
18	3,24	1,94	2,29	38	3,24	1,65	2,41	58	2,88	2,47	2,35
19	2,82	2,12	2,71	39	3,18	2,82	2,59	59	2,94	2,18	1,35
20	3,06	1,47	1,94	40	2,29	1,35	2,18				

Based on the assessment in Table 1, the data can be categorized in three categories in each academic interest. Gifted students included in "very motivated/ very interested" categoryon science subjects, social or art, if the value were 4. If gifted students' score are between 2,67-3,33, they were included in "motivated/interest" category, and "less motivated/less interest", if

the score is below 2,66. The result of categorization presented in Table 2.

Table 2. categorization of gifted students' specific academic preferences.

Kelas Aksel 1				Kelas Aksel 2				Kelas Aksel 3			
No	Sains	Sosial	Seni	No	Sains	Sosial	Seni	No	Sains	Sosial	Seni
1	VM	M	LM	21	LM	LM	LM	41	M	LM	LM
2	M	LM	LM	21	M	M	M	44	M	M	LM
3	M	LM	LM	23	LM	LM	LM	44	M	LM	LM
4	LM	LM	LM	24	M	LM	M	44	M	LM	M
5	M	LM	LM	25	VM	LM	LM	45	M	M	LM
6	M	LM	LM	26	M	M	LM	46	M	M	LM
7	M	LM	LM	27	LM	LM	M	47	M	M	LM
8	M	LM	LM	28	VM	M	M	48	LM	LM	LM
9	M	LM	LM	29	M	M	LM	49	LM	LM	LM
10	M	LM	LM	30	M	M	LM	50	M	LM	LM
11	LM	LM	LM	31	M	LM	LM	51	M	M	M
12	M	LM	LM	32	LM	LM	LM	52	VM	LM	LM
13	M	LM	M	33	M	LM	LM	53	LM	LM	LM
14	LM	LM	LM	34	M	M	LM	54	LM	LM	M
15	LM	LM	LM	35	M	M	M	55	LM	LM	LM
16	M	LM	M	36	M	LM	M	56	M	M	LM
17	M	LM	M	37	LM	LM	LM	57	M	LM	LM
18	M	LM	LM	38	M	LM	LM	58	M	LM	LM
19	M	LM	M	39	M	M	LM	59	M	LM	LM
20	M	LM	LM	40	LM	LM	LM				

VM = very motivated; M = motivated; LM = less motivated

In order to clarify the results of the categorization of a gifted students' academic interests, presented the following chart:

Figure 1. chartof gifted students' academic preferences
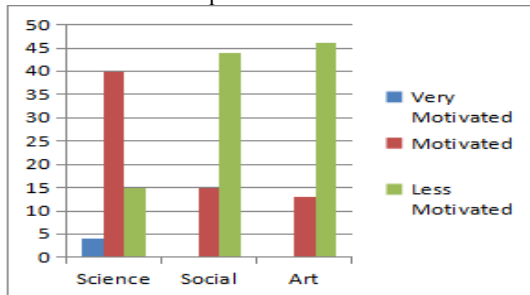
Based on Figure 1, noted that the gifted students are more interest in science than social and art. Figure 1 also shows that gifted students have less motivated in social and art.

Beside Figure 1, researcher presented the result of gifted students' specific academic interests that has vary preferences inTable 3.

Table 3. gifted students' academic preferences

Sci-ence	So-cial	Art	Science and Social	Science and Art	Social and Art	Science, Social and Art	None of all
22	0	2	11	7	0	4	13

Based on Table 3, noted that twenty-four gifted students have one academic interest, eighteen gifted students have two academic interests, four students have three academic interests, and thirteen students have no interest in science, social, or art.

Discussion

Based on data analysis, it can be known that:
1. Science score in report card, that becomes one of students' identification requirements to be called gifted in acceleration class service program, cannot become one reference that all students in class have interest in science.
2. There is a student with good score in science but have more interest in art.
3. There is talented student with good score in science but do not have interest in science.

It shows that even 67.8% gifted students in acceleration class have interest in science; it cannot be guarantee that acceleration class should become science class because other students do not have interest in science. It happened because science's score of the students is one of requirements in acceleration class. It can produce new paradigm that acceleration class, which is actually for gifted students, becomes a special class for students with specific academic interest in science only.

In the other side, good score in science does not always become standard rule that students have interest in science. It can be seen from two students in acceleration class interested in art more that science. Talented students are students with IQ above average, namely 126/130 to 160 (Swiss Association for Gifted Children, 2010). The high IQ of gifted students can help them to study each subject well with good score even they do not have any interest for the subject. Interest is high preference about something (Djali, 2007). Interest is influenced by some factors, namely genetic and external factors, like family, school, community, and environment (Miflen and Miflen, 2003: 14).

Crow and Crow (in Dimyati, 2001: 56) continue that interest is influenced by psychology factor, social, and emotional.

Both statements do not include IQ as one of the factors. In the other word, high IQ of gifted students does not affect students' interest. It is also proved by result of this research that there are some students do not show any interest on sciences subjects. It is not because the students get bad scores in the subjects, but more because of their interest on the subjects.

Based on the explanation, it is important to recognize students' interest in academic. Interest can be standard measurement in identifying potential of a person (Latipah, 2009). Acceleration program focused on science could ignore another acceleration students' potential in academic. Thus, it needs building program of academic interest so the other potential of students can be built.

Building program here is a process or development with sequence of understanding, starting from establishing, needing, maintaining the development, accompanied by effort of improvement, process of completing, and developing it (Widjaja, 1998). Assistance in interest academic of students could be:

1. *Mentorship program.*

Mentorship program is placements program for gifted students by an expert or a professional, to learn deeper a particular interest that cannot be served in educational program (Rogers, 2014).

2. *Olympiad Class*

Olympiad class is given for gifted students in special academic to develop their potential. This class can be given after school time.

3. *Acceleration program of specific subject*

Gifted students' academic interest for a specific subject makes them having more desire to learn it more. They can join in acceleration program of special subject that gifted students can learn deeper about a subject and learn faster than the other students in same class.

4. *Talent seeking program*

This program works together with some universities by offering extension class every weekend for whole year to learn particular subjects. This program was implemented in 1974 in Baltimore, Maryland, and spread in other region like Illinois University of Arizona, and Duke University (Rogers, 2014).

5. *Long distance learning and independent learning*

Long distance learning or independent is choices for gifted students to develop their potential. This kind of learning works together with some universities that offers online education service, like Standford University's Educational Programs for Gifted Youth (EPGY). The university offers extensive course in mathematics and science (Rogers, 2014). Beside, independent learning is another way of learning that uses internet as learning media and it can be conducted at home or school.

CONCLUSION

Based on discussion, it conclude that (1) science score in report card, that becomes one of students' identification requirements to be called gifted in acceleration class service program, cannot become one reference that all students in class have interest in science, (2) there are students with good score in science but have more interest in art, (3) there aregifted students with good score in science but do not have interest in science and (4) gifted students' interest could be a potential that must be developed through appropriate service, such as mentorship program, olympiad class, acceleration specific subject class, talent seeking program, and long distance learning and independent learning.

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IMPLEMENTATION OF ARCS LEARNING MODEL IN LEARNING BASIC CONCEPT ANALYSIS OF SOCIAL SCIENCE AT THE ELEMENTARY SCHOOL

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ABSTRACT

There are various learning models of social science at the Elementary School, but it is important for teachers to select the appropriate and suitable learning model that conforms to presentation material of a subject. One of effective learning model for basic concept analysis learning of social science at the Elementary School, which could develop activities and creative thinking of the students, is ARCS learning model. ARCS is abbreviation of A (Attention), R (Relevance), C (Confidence), S (Satisfaction). Such learning model will assist the students to comprehend reading materials and to activate them through subject materials, which have been learnt. Besides that, it may create positive response and create better relationship with others, as well as raise self-confidence, responsibility, and enjoyable. Teaching Social Science by applying ARCS learning model will give opportunity to the students that give priority to the student's attention, adjust learning material with learning experience of the students, and create self-confidence and self-satisfaction.

Keywords: cooperative learning model of ARCS, basic concept analysis on social science, Elementary School.

Teaching is the main duty of a teacher; therefore its effectiveness depends on teacher in doing good teaching activities. Factors that affect teacher in teaching activities include the teachers themselves and the way of teaching they choose and apply, however, good teachers should recognize various ways of teaching and they should be able to choose the appropriate one that conforms to their abilities and environmental conditions. Various learning models have been known in teaching world even though none of them is the most appropriate for all situational and conditional objectives. Model refers to conceptual frame used as guidance in doing an activity. Learning model refers to conceptual frame, which describes systematic procedures in organizing learning experiences to achieve a specific objective of learning and function as guidance for the learning designers and teachers in designing and implementing the activities of learning and teaching (Udin Syarifudin, 1994:73). Essences of learning are activities done by teachers, which encourage the students to have good behaviors. Learning is effort of teacher to create climates and services toward diverse ability, potency, interest, talent, and necessity of the students in order to establish optimal interaction between teacher and student, as well as among students (Suyitno .A., 2004: 2). Specifically for Social Science learning, such learning model refers to objective of the social science learning itself. According to NCSS (National Council for Social Studies), objective of social science learning are to assist the next generation to : (1) develop his/her ability to be knowledgeable individual; (2) develop intelligence in making the decision for the public goodness as citizens who live in culture, and (3) to be democratic society in mutual-dependence (Rochmadi, 2008:9).

Furthermore, in accordance with Curriculum of Educational Unit, objective of social science subject is intended for the students in order to have abilities to: (1) recognize concepts that relate to the public and environment; (2) possess basic ability to think logically and critically, curiosity, inquiry, problem solving, and skills in social life; (3) have commitment and awareness toward social values and humanity; (4) have ability to communicate, cooperate, and compete in a plural society, at local level, national, and global (Department of National Education, 2006:40).

Scope of Social Science reviews a set of events, facts, concepts, and generalization that relate to social issues. According to the Board of National Standard Education (BSNP, 2006:575), the scopes of Social Science subject at Elementary School include aspects as follow: a. human and environment, b. time, continuation, and change, c. socio-cultural system, and d. economic behavior and welfare. Through Social Science subject, the students are directed to become democratic and responsible citizens, as well as become the world citizens who love peace. Therefore, Social Science subject is designed to develop knowledge, understanding, and analytic ability toward social condition in entering dynamic social life.

In curriculum of Social Science for Elementary School in 2006, the review included: 1. Items that relate to social knowledge including review about family, local society, money, kinds of

job, economic activities, cooperation, production, communication, transportation, social problem, local environment maps (Municipality/Regency, Province), natural views, natural resources, diversity of tribes and local culture, natural disasters in Indonesia and other countries in the neighborhood, development of administrative system in all regions in Indonesia, neighboring countries, roles of Indonesia in globalization era, export-import in Indonesia as activities among countries. 2. Elements that relate to history, including review about local history, follow the heroism and patriotism examples of important figures in the related environment, histories of Hinduism, Buddhism, and Islam in Indonesia, struggle of the warriors during colonialism of Dutch and Japanese, roles of important figures in preparing the Indonesian Independence, roles of the great figures in proclaiming the Indonesian independence, and struggle of the great figures in defending the Indonesian independence.

DISCUSSION
Basic Concept of CLM

Conceptually, ARCS learning model is a technique of cooperative learning model. According to Slavin (1995:4), cooperative learning method is a technique of learning, in which the students learn and cooperate collaboratively in small groups that comprise of 3-6 students in each group and the group has heterogeneous structure. Cooperative learning method is a collaborative form in small group, in which the students work together to complete the given assignments (Tinzman, et al. in Adnyana, 2004). Furthermore, David, 1990; Kagan, 1992 (in Jacob, 1999) set a limitation on cooperative learning that refers to group learning method, which comprises of small groups (5-6 students), in which the students cooperate and help to each others in completing academic assignments. Cooperative learning method is strategies that support small groups/pairs of student to cooperate and interact to develop knowledge and finish the assignments (Teo, 2003:108).

Based on the opinions above, cooperative learning method emphasizes on cooperation and sharing ideas in small groups that have heterogeneous characteristics. Such heterogeneous characteristics have made the cooperative learning method to provide opportunities for the students who have different backgrounds to encourage mutual assistance and mutual respect.

In relation to learning the Social Science, cooperative learning method can be applied to encourage the students in expressing their opinions, increasing self-confidence and responsibility. In learning the social science, the students frequently face materials that relate to facts, concepts, generalization that requires description, analysis, as well as demonstration. Therefore, such cooperative learning method is the most appropriate method that can be applied because the students will get involved and try to get self-involvement actively in learning process. This condition will bring about positive impact on quality of interaction and communication, which finally increase learning achievement of the students.

Characteristics of cooperative learning method include: (1) each member plays his/her own role, (2) interaction between students, (3) each member of the group is responsible for his/her study and his/her friends in the related group, (4) teacher encourages the students to develop interpersonal skills of the group, and (5) teacher just interacts and gets involved if required (Karin, 1993).

Cooperative learning is a system, which consists of close-related elements. The elements include: (1) positive mutual-dependence, (2) face-to-face interaction, (3) individual accountability, (4) skills to make inter-personal/social relationships, which are taught intentionally, (5) group process (Johson & Johson et al., 1998:100).

Steps in cooperative learning. There are variations of cooperative learning steps that conform to the developed cooperative learning (Arends, 2004:374) suggested 6 steps in cooperative learning started from the teachers who transfer the objective of learning, motivate the students to study and present other information in common way through lecturing (verbal), however, those 6 steps of cooperative learning methods is presented in table 1.

Definition of ARCS Learning Model

According to Suprijono (2009:166), ARCS learning model is learning model, which give priority to motivational condition management of the students during the learning. The conditions include Attention, Relevance, Confidence, and Satisfaction. Of course, such motivational condition management will affect the students in learning activities. The stronger motivation of the students will affect their interest and willingness to learn.

The application of ARCS learning model in class should describe 4 components, such as Attention, Relevance, Confidence, and Satisfaction, which are intended to motivate and keep motivation in learning-teaching activities.

Table 1 on steps of cooperative learning model

Phase	Teacher Behavior
Transfer the objective and prepare learning equipments	Teachers transfer all objectives of learning and prepare the learning equipment.
Present information	Teachers present information by demonstration/text.
Organize students in the form of study groups	Teachers demonstrate to the students how to establish group and assist each group to have transition efficiently.
Assist the group's work during study	Teachers assist the study teams during they do the assignments.
Perform evaluation	Teachers evaluate the result of learning about materials that have been learnt or each group may present the learning result.
Give reward	Teachers search ways to appreciate, both efforts and learning result of individual and group. s

Components of ARCS Learning Model

According to Alam (2011), ARCS learning comprises of 4 components as follow:

Attention. Attention means concentrating and focusing brain ability or focusing the students' thought on something in activities of learning and teaching process in the classroom. Attention plays important role in learning activity. Attention may be developed from inside of the students if they are motivated to learn something.

According to Suprijono, "attention of the students emerges due to curiosity. Therefore, curiosity should get stimulus so that the students will pay attention or the attention will be sustained during learning-teaching process even a little longer. Such curiosity can be stimulated through new elements, weird, different from the existed ones, contradictive or complex" (2009:166).

Therefore, in teaching activity, teacher should encourage the student's attention on subject, which is taught. Strategies to encourage attention include: (a) applying varied learning methods (lecturing, discussion, playing roles, simulation, expressing ideas, demonstration, exploration, case study, etc). (b) Using learning medium to complete the presentation of review materials (transparency, video, slide, film, tape, etc.). (c) Using humor in learning process. (d) Using factual proof to clarify the implanted

concept. (e) Using ask a question technique to involve the students actively (Alam, 2011).

Its application in learning can be done as follow: (a) Ask the students to pay attention and minimize any disturbance. (b) Use signal or guideline for something important. (c) Use instructional comment, such as "well, let's discuss about…", "now, pay attention". (d) Make the learning becomes interesting. The surfeit frequently emerges if the learning seems monotonous. (e) Use medium and technology effectively as part of learning in the classroom. (f) Focus on active learning to create enjoyable learning process. (g) Do not give too much information because it will make the students to be bored (Suparno, 2009:167-169).

Teacher should pay much attention on this component by performing the learning activities or creating learning activities in order to keep the students to pay their attention on learning or concentrate on learning activities.

Relevance. According to Suprijono "Such relevant condition relates to correlation between learning materials and necessity and condition of the students. Motivation of the students will be well-maintained if they consider that, what they have learnt, it has met and beneficial for the student's need" (2009:169). Correlation or conformity of these materials will motivate the students to learn. It will encourage them to be more active in following the learning process. Students will perceive the correlation between materials, which they have learnt, and their own experiences.

Strategies that can be implemented in learning activities are as follow: (a) Tell the students about what they get and do after learning the subject. (b) Describe benefits of knowledge, skills or attitudes, as well as values that will be learnt and how those things will be beneficial in the future. (c) Give examples, practices, or tests, which directly relate to condition of the students (Alam, 2011).

Teacher should pay more attention on this component by encouraging the learning activity, so that the students will perceive that materials, which have been learnt, have conformed to their experiences and it will be useful for themselves in the future.

Confidence. According to Suprijono, self-confidence is "… personal belief that he/she has ability to complete an assignment as prerequisite of success" (Suprijono, 2009:170). Duties of the teacher are to increase and motivate self-confidence of the teachers.

Strategies that can be implemented to increase self-confidence of the students and their environments, such as: (a) increase the students' expectation to be success by improving experiences of success. (b) Arrange the learning into more

specific parts, so that they will not be insisted to learn more new concepts. (c) Increase the students' expectation to be success by suggesting requirements to reach success. (d) Increase the students' expectation to be success by using control strategy, due the success depends on them. (e) Develop self-confidence of the students by suggesting, "It seems that you have comprehended the concept, which I taught", and then stated the weakness as "something that must be improved". (f) Provide instructive feedback during the learning process (Alam, 2011).

In relation to this learning, teachers endeavor to offer activities, which encourage self-confidence of the students, for example reinforce them and provide feedbacks.

Satisfaction. Learning achievement will create self-satisfaction among the students (Suprijono, 2009:171). Teachers may implement strategies to increase learning satisfaction, such as: (a) praising the students verbally and providing informative feedback. (b) Providing opportunity to the students to use or implement new knowledge, which they have learnt. (c) Ask the students to master certain skills or knowledge to assist their friends who have not succeeded yet. (d) Compare the student's achievement and self-achievement in the past or specific standard, but not to compare them with other students (Suprijono, 2009:171).

In relation to this learning, teachers endeavor to offer activities, which give opportunities to the students to solve the problems by their knowledge in order to encourage the students to master it.

Steps of ARCS Model. Steps used in ARCS learning model as suggested by Learningtheori (2010) are as follow:

a. Remind the students on concept that has been learnt (A)

In this first step, teacher tries to attract the students' attention by repeating the subject, which has been learnt by the students, and relating it to the subject that will be taught. Therefore, the students will be attracted and motivated toward the subject, which will be presented.

b. Describing objectives and benefits of learning, transferring materials of the subject, and guiding the study (R)

In this step, teacher describes objectives and benefits of learning, which will be taught. In relation to this activity, teacher uses various ways but still refers to principle of diversity among students, so that all students may catch the objectives and benefits of learning, which have been given, as well as recognize the relationship or correlation between materials of

the subject that have been given and learning experiences of the students.

In transferring materials of the subject, teacher should transfer it clearly and accurately. Such material transferring should be done by strategies that could motivate the students. For example, teacher may present attractive materials of subject that could attract the students' attention, show correlation between materials of the subject and experiences of the students or relate to their daily life, increase self-confidence of the students by giving opportunity to ask questions, give response, do the tasks or assignments, and create self-satisfaction of the students by offering reward for their achievements.

In guiding the study, teacher should motivate and guide the students to comprehend the given materials easily. Objective of this activity is to increase self-confidence of the students, so that they would not be doubtful in giving responses or in completing the tasks. Besides that, it will be useful for students who have difficulty in comprehending the given learning materials.

c. Give opportunity to students to participate in learning (C)

In this step, teacher gives opportunity to the students to ask question, respond, and complete the assignments about the given learning materials. By giving opportunity to the students to participate, students will compete healthily and actively in following the learning process.

Giving opportunity to students to participate in this learning will encourage and increase self-confidence of the students, and finally, it will create self-satisfaction of the students because they have already involved in learning process. Therefore, the important thing in learning is involving the students directly and actively in learning.

d. Provide feedback and conclude each material that has been given at the end of learning (S)

Teacher provides feedback, which of course, stimulate thinking pattern of the students. Providing such feedback will increase self-confidence and self-satisfaction of the students. It is expected that the application of feedback in the form of reinforcement will attract the students' attention, so that they will focus on the learning subject. Besides that, the students' attention will automatically focus on materials of the subject in accordance with they need in order to be applied in daily life.

In concluding materials of the subject, teacher should conclude the materials clearly and accurately. It can be done by various ways, such as give opportunity to the students to draw conclusions about materials, which they have learnt by using their own words, so that it will indirectly create self-satisfaction of the students.

Advantages and Disadvantages of ARCS Learning Model

According to Awoniyi, et al. (1997:30) this ARCS learning model has some advantages, such as: (1) providing active direction and guidance about what must be done by the students. (2) How to present the materials using ARCS model, it is not just theories with less attractive application. (3) The motivational model, which is reinforced by student-centered learning design. (4) Application of ARCS model may increase motivation to repeat other materials, which were considered less attractive. (5) Evaluation as a whole toward abilities, which are more than characteristics of the students in order to make the learning strategy becomes more effective.

However, as described by Awoniyi, et al. (1997:31), the disadvantages include: (1) Affective results of the students are difficult to be evaluated quantitatively. (2) Continual development through ARCS model is difficult to be used as base of evaluation (Learningtheori, 2010).

Implementation of ARCS Learning Model

Implementation of ARCS learning model is one of meaningful learning applications in basic concept analysis on Social Science at the Elementary School. Through the application of this ARCS learning model, students will get involved in complex ways, such physically, emotionally, and intellectually. Application of ARCS learning model is appropriate to be applied at higher classes/grades, such as 4, 5, and 6 grades.

Example: the application of ARCS learning model at the Fourth grade, by Competence Standard: 2. Recognizing Natural Resources, economic activities, technological progress at regency/municipality, and province. Basic Competence 2.1 describes economic activities, which relate to natural resources and other potencies at the related region. In which, the indicators include: (1) identify types of natural resources and other potencies at the related region, (2) describe benefits of natural resources and other potencies at the related region, (3) recognize economic activities that relate to natural resources and other potencies at the related region, (4) describe the need to preserve natural resource and other potencies at the related region.

The steps are as follow: *a. Remind the students on concept that has been learnt (Attention).* Teacher tries to focus the students' attention by repeating the previous materials, using attractive medium, asking questions that relate to materials, which have been taught. *b.*

Describe the objectives and benefits of learning (Relevance). Teacher describes objectives and benefits of learning, which relate to the subject material of natural appearances and the influence of socio-culture. Teacher relates the learning, which will be learnt, and factual examples in daily life of the students. *c. Transfer materials of the subject (Relevance).* Teacher transfers the learning materials by using small group discussion method. The students make a group to complete the Assignment Sheets, and each group consists of 4-5 students. *d. Guide the study (Relevance).* Students discuss to do the activities in accordance with Assignment Sheets and teacher should give guidance during the group discussion. *e. Give opportunity to the students to participate in learning activity (Confidence).* The students will report results of their discussion before the class and their friends respond them, ask questions or give suggestions. *f. Provide feedback (Satisfaction).* Students pay attention on the teacher's explanation about materials that have been taught and teacher should provide feedback. Students will solve the problem in relation to materials that have been taught. The problem was given spontaneously during the learning process. *g. Conclude each material that has been presented at the end of learning activity (Satisfaction).* Students will present the conclusion of materials that have been taught. Teacher reemphasizes the materials that have been taught.

Objectives of ARCS learning model are to manage motivational conditions of the students, such as attention, relevance, confidence, and satisfaction, which are intended to motivate and maintain the motivation to follow learning activities. In this learning, teacher should be wise, prudent, and capable in creating conducive, comfortable, and enjoyable atmosphere in class.

CONCUSION

ARCS learning model is learning model, which give priority to the students' attention, adjust learning materials to learning experience of the students, increase self-confidence of the students, and encourage self-satisfaction of the students. Such learning covers effective and enjoyable study that may affect success of the students and bring benefits for the students' life. The students are strongly motivated in influencing their interests and willingness to study. Therefore, the teachers would be motivated to encourage the students' spirit by creating enjoyable learning activities in order to comprehend concepts that have been learnt by the students.

ARCS learning activities do not only offer materials that must be learnt by the students. Furthermore, the students are taught how to create good emotional relationship during study.

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DISCOVERY-INQUIRY LEARNING APPROACH STUDY ON THE IMPLEMENTATION OF THE NATIONAL CURRICULUM ON LEARNING ACTIVITIES

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ABSTRACT

National Curriculum which is the development of the curriculum in 2013 more process-oriented, ie the process of learning is thematic, contextual, and integrative, which emphasizes the cultivation of character and values (values) with a scientific approach (scientific). The learning process should be based on the principle: a student-centered, interactive, make the most of the environment danjejaring, students actively conduct the inquiry process (discovery-inquiry), removed from the real world, based on the team (team teaching), meaningful learning (the rules of association), observations (observation) using all the senses, cooperative learning, using multimedia, based on the needs, interests and potential students, facilitates diversity of individual initiative, students are given the confidence, responsibility and autonomy in learning, and develop critical thinking skills and creativity of the students. The National Curriculum requires teachers to be able to carry out learning activities that can facilitate the development of student competence includes attitudes, skills and knowledge in a balanced manner. One model of learning that are relevant to the characteristics of the national curriculum is learning to pendekatandiscovery-inquiry. This learning is suspected can improve students' understanding of learning content (product of science), while developing the skills and scientific attitude. Discovery-inquiry approach, consists of five main steps, namely: engage, explore, explain, elaborate, and Evaluate. The National Curriculum requires teachers to be able to carry out learning activities that can facilitate the development of student competence includes attitudes, skills and knowledge in a balanced manner. One model of learning that are relevant to the characteristics of the national curriculum is learning to pendekatandiscovery-inquiry. This learning is suspected can improve students' understanding of learning content (product of science), while developing the skills and scientific attitude. Discovery-inquiry approach, consists of five main steps, namely: engage, explore, explain, elaborate, and Evaluate. The National Curriculum requires teachers to be able to carry out learning activities that can facilitate the development of student competence includes attitudes, skills and knowledge in a balanced manner. One model of learning that are relevant to the characteristics of the national curriculum is learning to pendekatandiscovery-inquiry. This learning is suspected can improve students' understanding of learning content (product of science), while developing the skills and scientific attitude. Discovery-inquiry approach, consists of five main steps, namely: engage, explore, explain, elaborate, and Evaluate. This learning is suspected can improve students' understanding of learning content (product of science), while developing the skills and scientific attitude. Discovery-inquiry approach, consists of five main steps, namely: engage, explore, explain, elaborate, and Evaluate. This learning is suspected can improve students' understanding of learning content (product of science), while developing the skills and scientific attitude. Discovery-inquiry approach, consists of five main steps, namely: engage, explore, explain, elaborate, and Evaluate.

***Keywords:** scientific, discovery-inquiry, the product of science, scientific process skills, and scientific attitudes.*

The era of globalization is the information age. The era of globalization is characterized by rapid change and unpredictability as well as opening up opportunities to the level of competition between individuals. Changes that occur and opening up opportunities to compete are the opportunities and challenges for individuals who are competitive and full of initiative, but it would be disastrous for those who do not have the required competence.

In order to prepare the sons and daughters of the Indonesian nation entered the era of globalization, education plays a very strategic. Through the practice of proper education, we can equip and develop competencies dipersayaratkan to children (read: students) to be able to compete and we can live well in the era of global competition. One of the efforts that have been and continue to be the

government is making changes to the curriculum tailored to the demands of Characteristics and scientific developments as well as changes in the era of human life. National curriculum which is a translation of the curriculum in 2013, has different characteristics to the previous curriculum. National Curriculum more process-oriented, ie the process of learning is thematic, contextual, and integrative,

Each curriculum with individual characteristics, attitudes and behavior requires a different teacher when conducting learning and learners when learning. However, in reality the curriculum changes do not necessarily change attitudes and perlaku teachers in performing their duties. Many teachers are not concerned with changes in the curriculum and the changes taking place in society. They tend to retain the learning model that is routinely performed. This can be observed from the behavior of teachers when

implementing the learning activities. There are at least six things that show a discrepancy between the learning process is carried out with the demands of teachers in the school curriculum and the global community, namely: 1) Teachers still tend to organize the learning process is general and theoretical, while the global society each individual is required to be able to solve problems that are specific only be obtained through observation and direct involvement in specific activities. 2) Education requires teachers so that each participant didikmencapaimastery matery without pempertimbangkan individual differences of learners. While each individual in the community do not have to master the mastery in all areas, but more are required to share the duties and responsibilities (jobs and responsibility sharing) accordance their respective fields. 3) The learning process is less demanding learners to use the tools of thought (tool-lessthought) which emphasizes on the quality of the learning process through a scientific approach, but more emphasis on the content (content) lessons to be learned learners. While in the community is required to use the tools of cognitive (cognitive tools) optimally. 4) The learning process is more directed at the development of symbolic thinking (symbolic thinking), while people are required to engage directly (direct Involved). 5) The majority of teachers still seated learners as passive recipients of information and teachers act as the sole source of information. While communities in the global era requires the ability to search, select and sort information (information searching). 6) Evaluation study science is focused on science products, while in the development of science and technology in society requires the mastery of science process skills and scientific attitude. 4) The learning process is more directed at the development of symbolic thinking (symbolic thinking), while people are required to engage directly (direct Involved). 5) The majority of teachers still seated learners as passive recipients of information and teachers act as the sole source of information. While communities in the global era requires the ability to search, select and sort information (information searching). 6) Evaluation study science is focused on science products, while in the development of science and technology in society requires the mastery of science process skills and scientific attitude. 4) The learning process is more directed at the development of symbolic thinking (symbolic thinking), while people are required to engage directly (direct Involved). 5) The majority of teachers still seated learners as passive

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If the process of education that takes place in schools can not adapt to the changing demands of the curriculum and the needs in the community, at the end of the school / education would not be able to deliver the participants didiknnya to be able to live in society but on the contrary will cause them alienated from society. Therefore, the process of education must make changes continuously to be able to adjust to the demands that arise in the life of society. One effort that can be done is to change the orientation of the learning objectives that originally oriented content (content) into berientasi the achievement of competence through thematic learning process, contextual, and integrative scientific approach in accordance with the demands of the curriculum in 2013.

DISCUSSION
Characteristics of the National Curriculum
National Curriculum as the elaboration of curriculum in 2013 has the particularity that is different from the previous curriculum, the CBC in 2004 and SBC in 2006. The differences are presented in the Training Materials Curriculum 2013, the Ministry of Education and Culture, in 2013, including:

In the CBC in 2004 and SBC in 2006, derived from the Graduate Competency Standards Content Standards, whereas in 2013 the curriculum Graduate Competency Standards derived from necessity;

In the CBC in 2004 and SBC in 2006, the Content Standards formulated based Course

Objectives (Competency Standards Graduates subjects) are broken down into Competence Standard and Basic Competence Subject, while the curriculum in 2013, the Content Standards derived from Graduates Competency Standards through core competencies are free subjects.

In the CBC in 2004 and SBC in 2006, there is a separation between subjects forming attitudes, forming skills, and forming knowledge, whereas in 2013 the curriculum, all subjects should contribute to the formation of attitudes, skills and knowledge.

In the CBC in 2004 and SBC in 2006, competencies derived from the subject, while in the 2013 curriculum, subjects derived from the competency.

In the CBC in 2004 and SBC in 2006, subjects separated from one another, such as a collection of separate subjects, while in 2013 all curriculum subjects bound by core competencies (per class).

There are seven characteristics of the curriculum in 2013 that must be understood by the teacher as curriculum implementers in the front row in the overall educational process. Depth understanding of the characteristics of the curriculum in 2013 with a strong commitment of teachers to implement it will greatly influence the attitudes and behavior in implementing the learning activities. To that end, an obligation for us as teachers to seek to understand the national curriculum and maintain a commitment to carry out the task as well as possible. Seven characteristics of the national curriculum as set forth in Attachment Regulation of the Minister of Education and Culture Number 67 Year 2013 About the Basic Framework and Curriculum Structure of Primary Schools / Islamic elementary schools, are: 1) to develop a balance between spiritual attitudes and social development, curiosity, creativity, cooperation with intellectual and psychomotor abilities; 2) The school is part of a community that provides a planned learning experience where learners apply what is learned in school into the community and take advantage of the community as a learning resource; 3) develop the attitudes, knowledge, and skills and apply them in various situations in schools and communities; 4) provide sufficient time freely to develop the attitudes, knowledge, and skills; 5) competence is expressed in the form of class core competencies specified further in basic competencies lesson; 6) class core competence becomes an element of organizing (organizing elements) basic competence, where all the basic competencies and learning processes developed to achieve competence stated in core

competencies; 7) kompetensidasar developed based on the principle of cumulative, mutually reinforcing (reinforced) and enrichment (enriched) antarmatapelajaran and education level (horizontal and vertical organizations).

Based on these characteristics, if are associated with learning activities that must be carried out by teachers leads to the conclusion that the national curriculum learning requires a paradigm shift towards diversity or differences in accordance with the demands of the needs and potential of learners, learning outcomes rather than uniformity. Teachers are required to continue to develop the abilities that are expected to carry out the learning process in accordance with the quality and characteristics of the national curriculum. In this case, learning activities should be based on the following principles: 1) Student-Centered (student center) is not centered on the teacher (teacher center) like the case today. Siswalah should actively learn while teachers act as facilitators of student learning. 2) Learning should be interactive and not one-way. Students are given the widest opportunity to interact with teachers and fellow students as well as with a variety of learning resources. Through interactive learning process allows the exchange of knowledge between teachers and students and between students and other students. 3) Utilize as many danjejaring environment as a learning resource that can help students achieve competency cognitive, affective, and psychomotor skills in a balanced manner. Students are exposed to a learning environment that is free. 4) Learning should facilitate students to actively conduct the inquiry process (discovery-inquiry) through a scientific approach. The active involvement of students in the process of investigation to help students find the concept and his own knowledge. 5) teaching materials should be removed from the context of the real world. Teachers are required to be able to identify the components of real-life identical to the contents of teaching materials and integrated in the learning process. The purpose of learning emphasis on creating an understanding, which demands creative-productive activities in the real-world context. 6) Teaching is not carried out by the teacher indidual, but the study conducted on the team (team teaching). Two or three teachers (same or allied subjects or different) implement learning activities with a particular theme at the same time. This allows for learning with a multidisciplinary approach that can take students on the understanding that knowledge does not stand alone but related to one another. 7) Applying the principle of learning bermaknadengan linking between concepts are studied and the concept or prior knowledge of students (rules of engagement). Learning is the meaning of knowledge and learning

is the process of digging meaning. Brain (mind) serves as a tool to interpret the meanings that appear unique. 8) Five senses is the receiver of information. Through the process of learning, teachers must help students develop sensitivity senses. For that, the learning process must involve a process of observation (observation) to use all the senses to stimulate the development of students' sensory sensitivity. 9) Utilizing a variety of instructional media and educational technology equipment (multimedia) to help facilitate the understanding of, and interest and enthusiasm siswadalam learning. 10) Students are facilitated to develop collaboration capabilities through a cooperative learning experience, not the individual learning experience and competitive. Learning per se has a social aspect, and group work is invaluable. Some research indicates that cooperative learning has a significant influence on the development of children's social skills and intellectual rather than individual learning environment and competitive. 11) Human beings are unique. Every individual has an interest, talent, and other potential different. The task of the teacher is to explore and facilitate the potential of the students can stand optimally developing States. In this case, the learning must be tailored to the needs, interests and potential students. 12) Learning should be memfailitassi diversity initiative of individual students. Provide choice tasks. Provide a choice how to show success. Provide enough time thinking and writing tasks. Do not use too many tests that have been timed. Provide an opportunity to think again. Involve concrete experience. 13) Students are given the confidence, responsibility and autonomy in learning. Control of learning held by students, while teachers provide guidance and direction. Trust and responsibility are essential elements in a learning environment that could determine the success of student learning. 14) Develop critical thinking skills and creativity of the students. For that, the learning process should mendorongmunculnya: discussion on the knowledge learned, divergent thinking, various types of overflow of thoughts / activities, critical thinking skills,

Why Should Approach Discovery-Inquiry?

Knowledge and technology continues to evolve dynamically. The development of science and technology is the result of a survey of human activity that is driven by curiosity and the efforts to solve the problems facing humanity. Activities for gaining knowledge and technology is done through a systematic process called the scientific method is based on the

scientific attitude. Therefore, the development of knowledge and technology that occur with the progression of the scientific method and scientific attitude. Thus, the development of science and technology essentially involves three aspects, namely: 1) the scientific attitude: Beliefs, values, opinions, and other affective aspects inherent in individual self actualization is shown by the way in thinking, acting, and acting. For example: curiosity (curiousity), humble (humality), skeptical (Skepticism), objectively, do not hastily conclude unsupported by sufficient data to solve problems, and so on. 2) process or the scientific method: The investigation process is done to solve the problem. For example formulating hypotheses, designing and conducting experiments, conduct surveys, evaluate the data, measure and so forth. 3) Scientific Products: Fact-fata, principles, laws, theories, and so on as the conclusion of a series of results of scientific processes. measure and so forth. 3) Scientific Products: Fact-fata, principles, laws, theories, and so on as the conclusion of a series of results of scientific processes. measure and so forth. 3) Scientific Products: Fact-fata, principles, laws, theories, and so on as the conclusion of a series of results of scientific processes.

Scientists studying the phenomenon and seek solutions to the problems faced by a series of activities the assessment of facts / theories and formulate hypotheses (rational assessment), conduct experiments and / or surveys, observations, as well as data processing and analysis (study emprik). The series of events is a process of inquiry to discover new knowledge. In carrying out the process of inquiry, they cling to the values of the so-called scientific attitude. They also do a wide variety of experiments and statistical procedures in an attempt to clarify the mysteries into his study. Through these activities they managed to make discoveries (discovery), in the form of knowledge called scientific products.

Science develops through a process called the scientific method is rational and empirical. The scientific method is systematic, namely: 1) preceded by the problem, 2) conduct a study of facts and theories, 3), proposed a hypothesis, 4) making observations through trial, 5) analyze data on the pengamtan, and 6) to draw conclusions. In education, the stages of the process or the scientific method is then used as the approach in the learning process. One approach to science learning based on the scientific process is the discovery and inquiry approach.

Discovery Approaches and Inquiry

*Discovery*and inquiry is one approach to learning. This approach is recommended with the premise that every child (student) basically had the curiosity (curiousity) high. Education should be

able to maintain and develop children's curiosity through a learning process that can provide a unique and interesting experience and be able to actualize the children's curiosity.

Is the discovery and inquiry? Carin and Sund (1975: 97) defines that "discovery Occurs when an individual is mainly Involved in using his mental processes to mediate or (discover) some concept or principle." On the other, Carin and Sund mentioned that discovery involves processes mental to assimilate concepts or principles such as: observing (observing), classification (classifying), gauge (measuring), predicted (predicting), explain (describing), and guess / estimate (inferring). Funk et al. (1979: 3-65) a sixth grouping process skills such as basic process skills. In prosesinquiry, children perform higher mental activities as proposed by Curin and Sund (1975: 98), that "... the individual tends to act more like a muturing adult." Funk et al. (1979:

Scientific inquiry (inquiry) in a broad sense can be defined as an attempt to look for the truth or knowledge (knowledge). Activities in scientific inquiry includes identifying and formulating the problem, formulating hypotheses or answer while rational for the problem, and design and conduct investigations / research to test the hypothesis. The key to scientific inquiry is the submission problems or questions meaning or value (a significant) of an object or phenomenon. The questions arise because of the curiosity which then encourages the process of scientific inquiry to find answers rationally and empirically tested. Mastery of basic science process skills are a prerequisite to master the integrated science process skills.

Environment presents a very interesting phenomenon, and full of mystery. Through learning activities with discovery-inquiry approach, the child will feel challenged to interact with nature and the environment surrounding the test beliefs and ideas with the discovery of new evidence. This of course will foster scientific attitudes in children.

Discovery- inquiry approach will give birth to at least four advantages for students, namely: 1) the development of intellectual potential of children, 2) the emergence of a stronger intrinsic motivation rather than extrinsic, 3) heuristic learning through discovery, 4) concepts and principles learned longer remembered.

Being a scientist means to embody the attitudes and behavior in approaching and seeking answers to a number of problems that meets their minds. Relation to the activities of science lessons in schools, in order to realize the students who have the academic

competence, namely academic skills such as the skill to inquire scientifically in solving various problems, then the orientation of the learning process of science should not only be directed at the mastery of the product or content (content) of science but must be directed on pegembangan science process skills.

Table 1. Science Process Skills

Science Process Skills	
Basic	integrated
▪ Observe ▪ classifying ▪ Communicating ▪ Mangukur ▪ predicting ▪ Summing (inference)	▪ identifying variables ▪ Constructing a table of the data ▪ constructing charts ▪ Explaining the relationship between variables ▪ Collect and process data ▪ analyzing investigation ▪ formulate hypotheses ▪ Operationally defining variables ▪ designing investigation ▪ conduct experiments

Science learning approach that is directed at the development of skills in general scientific process called the scientific approach (scientific approach). There are many benefits students through the learning process approach, science include: 1) increasing the intellectual potential of students; 2) generate more intrinsic than extrinsic motivation; 3) develop self-concept on students; 4) the concepts studied longer stored in the memory; 5) improve social and emotional intelligence; 6) gives a broader opportunity for students to assimilate and accommodate the information in the learning process; 7) into a student-centered learning (student centered).

One's intellectual potential will only develop if he often uses his brain to think. Through science process skills approach, students are encouraged to perform high mental activity and trying to find (discovery) concepts taught himself. As a consequence of the success of the students find their own concepts learned cause vibration intellectual (intellectual thrill) and vibration emotions (emotional thrill) in him. This is a tribute intrinsic or self-satisfaction that is priceless to him. Teachers often try to provide extrinsic rewards but often not succeeded in arousing interest in student learning because students do not enjoy learning atmosphere that it faces. If we want to make students enjoy learning fun it must be planned a learning system that can offer intrinsic satisfaction for the students. It should be emphasized that only through learning science process skills, students have the opportunity to conduct discovery and

solve the problems that it faces. Through the process of skills development, students are slowly learning how to organize and conduct an investigation so that in time will form prowess conduct scientific inquiry. With the skills of scientific inquiry that has been held, the students will enjoy learning she lived. students have the opportunity to conduct discovery and solve the problems that it faces. Through the process of skills development, students are slowly learning how to organize and conduct an investigation so that in time will form prowess conduct scientific inquiry. With the skills of scientific inquiry that has been held, the students will enjoy learning she lived. students have the opportunity to conduct discovery and solve the problems that it faces. Through the process of skills development, students are slowly learning how to organize and conduct an investigation so that in time will form prowess conduct scientific inquiry. With the skills of scientific inquiry that has been held, the students will enjoy learning she lived.

Learning activities with science process skills approach encourages the involvement of students' mental intensely so in addition to developing their science process skills, also learned the concept can be understood in more depth and relatively longer stored in its memory. This happens because the students do not learn by simply listening to the information submitted teacher but he saw and engage directly perform activities of scientific process.

Watson in Carin (1975: 101) argues that the basic principles of learning psychology is the greater involvement of students in learning activities, the higher the learning abilities. Many teachers think that when students learn, they do asimilisasi on some of the information it conveys so lead to better teaching and learning that is more centered on the teacher (teacher centered). This view is too narrow, because it involves various aspects of learning in total which contribute to the formation of an individual's personal intact. For example in learning through skills development process, students not only learn about the concepts and principles but also learn to understand themselves, responsibility, social communication, emotional control, and so forth. All of which are essential values that must be developed in students that can only happen if a student-centered learning (student centered) as the learning process skills approach. Through learning approach science process skills, students' understanding of concepts and principles that will be studied more in depth because it opens wider opportunities to assimilate and accommodate the information

obtained solely through the process of science is doing; in addition, encourage the development of self-understanding, responsibility, and an increase in social and emotional intelligence of students better. This is impossible when the teacher-centered learning.

Discovery Science Teaching Approach-Inquiry

Learning science-based discovery-inquiry, should be the key issues that should be the subject of study for teachers, especially teachers of science, as occurs in developed countries. Various studies presented dalamNational Research Council, shows that the "Inquiry into authentic questions generated from student experiences is thecentral strategy for teaching science" (National Research Council, 1996). The learning model approach to discovery-inquiry often called learning berbasisdiscovery-inquiry, consists of five steps called 5ES-engage, explore, explain, elaborate, and Evaluate-and is based on a constructivist philosophy of learning (Teacher Created Materials, 2009) , The five steps are: Engage: In this step, the teacher introduces a topic or concept by asking questions, demonstrations or present an event that contains puzzles (puzzeling event) that generate interest, raises admiration, or challenging. Activities are designed to stimulate interest, curiosity, and the students' attention. At this stage, the teacher is not looking for the "right answer", but rather to encourage students to dare to express or speak so that it can be seen what is already known to the students regarding the topic and discuss what else you want to know the students.

Explore: During the exploration, the students are guided to perform a variety of problem-solving activity or experiment designed to help them explore topics and connect with other concepts related. This activity is designed to help students to understand the topic in a more meaningful memlaui discovery-inquiry process, while developing science process skills and the transformation of scientific attitude in students. These activities are carried out in a group or team. During this stage, students share experiences related to the topics / issues, while the teacher acts as a facilitator, providing support / material needed, and guide the students to stay focused.

Explain: In this step, the teacher helps the students in the patterns, analyze the results, and / or drawing conclusions based on the activities and investigations that have been carried out. At this stage, the teacher also helps to affirm straighten meaning of newly learned concepts and vocabulary relevant.

Elaborate: At this stage, students build concepts or ideas they have learned and make connections with other concepts related and

menghubungkanya with new situations in a real-world context.

Evaluate: In the last step, teachers evaluate or assess students' understanding of the topic is newly learned. Evaluation can be done formally or informally, but should be able to reveal clearly, what you have understood the students related to the topics that have been learned through learning activities that have been dikutinya.

CONCLUSIONS AND SUGGESTIONS
Conclusions

The main characteristics of the national curriculum which is a translation of the curriculum in 2013 is to develop a balance between the spiritual and social development of attitudes, curiosity, creativity, cooperation with intellectual and psychomotor ability, as well as develop the attitudes, knowledge, and skills in relation to the real-world context.

Science and dynamically developing teknoilogi which essentially includes three elements, namely: 1) scientific attitudes: beliefs, values, attitudes and other affective aspects inherent in the individual that influences the way of thinking, acting, and acting; 2) the process of science or the scientific method: the systematic investigation undertaken to solve the problem; 3) product: the facts, principles, laws, theories, and so on as the conclusion of a series of results of scientific processes.

Discovery-inquiry-based learning, consists of five main steps, namely: engage, explore, explain, elaborate, and Evaluate. This learning is suspected can improve students' understanding of learning content (product of science), while developing science process skills and scientific attitude.

Suggestions

Teachers are encouraged to constantly strive to learn and understand the curriculum nasionalserta keep the commitment and enthusiasm to implement the best possible way.

Make learning by discovery-inquiry approach or scientific approach to become a major review to be developed according to the conditions and characteristics of the schools served students.

Mastered the subject matter, the scientific process skills, and scientific attitudes that will be taught and believe that learning steps undertaken to develop ketiganyya and you are able to do before learning implemented.

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THE EFFECT OF GROUP GUIDANCE SERVICE WITH ROLE PLAYING TECHNIQUE ON THE ABILITY OF NONVERBAL COMMUNICATION ON CLASS XI IPS

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ABSTRACT

The purpose of this study is to determine whether nonverbal communication skills on class XI IPS 4 SMAN 6 on Academic Year 2015/2016 will increase after being given guidance services group with role playing technique. This research is a quasi-experimental design with pre-test and post-test. Data were collected by using a nonverbal communication skills questionnaire which consists of 31 items, then the questionnaire were tested and analyzed by researchers to obtain valid and reliable first. The sample in this study were taken by using purposive sampling method from class XI IPS 4 SMAN 6 on academic year 2015/2016 with 36 students. The function of questionnaire is to determine the level of nonverbal communication skills of students, 10 students obtained low nonverbal communication skills and need to get guidance group service with role playing technique. From the results of the analysis of the obtained data of Pre-Test shows the average ability of students' nonverbal communication is 5,5 that is included as low category, and average of Post-Test is 18,2 that is included as high category. Hypothesis testing technique use the Wilcoxon test formula or Jtest with the result is Jtest > Jtable = (27 > 7), then there are significant effects between the execution of the guidance group service with role playing technique in improving nonverbal communication ability of the students of Class XI IPS 4 SMA Negeri Medan 6 on academic year 2015/2016 on the real level of = 0,05.

Keywords: guidance group service, role playing, nonverbal communication

Humans are social creatures. S/ he can only thrives and acts as a human with relate and work together with other human beings. Wherever people live and whatever their work, people are always need of communication with others. So not only lecturer, student, politician, lawyer, seller, or preacher who must be skilled at communicating, but almost all positions and circles. According to Mulyana (2010: 6) people who have never communicated with humans can be sure will "get lost", because they did not have time to organize themselves in a social environment. Communication is allowing individuals to construct a frame of reference and use it as a guide to interpret any situation s/ he faced. The communication also enables them to study and implement adaptive strategies to address the problematic situations which they entered. The communication seeks to bridge between thoughts, feelings and someone's needs with the world beyond. Communication build people' contacts by showing the existence of her/ himself and trying to understand the will, attitudes and behaviors of others.

The nature and character of each person is very different and sometimes is difficult to predict. Often, we snapped at someone's behavior who has been predicted good, apparently have unpleasant character that unknown by anyone. Appearance and word often deceive us. Therefore, communicate is the most important things to find out in how one

actually is. So that, we get an idea of how to understand other people, both of deficiency or excess. High School students entered the stage of development of the mid-teens. Adolescence, according to Mappiare (in Ali & Ansori, 2011:9), took place between the age of 12 up to 21 years for women and 13 years up to 22 years for men. Teenagers are among children and adults. Therefore, teens are often known by the phase of "searching for identity" or "typhoon and hurricane". At the stage of mid-teens desperately need friends. There is a narcissistic tendency is to love her/ himself, by more like friends who have nature in common with her/ him. At this stage the teenager in a condition of confusion because it is still hesitant to choose, sensitive or caring, in a group or alone, optimistic or pessimistic, and so on.

On the grade XI IPS 4 of SMA Negeri 6 often happened misunderstanding in communication with students of other classes due to lack of sensitivity towards nonverbal behaviors so that can disrupt the socializing between the students of the school. This is caused by students in grades XI IPS 4 of SMA Negeri 6 haven't been able to understand the nonverbal communication very well. Nonverbal communication skills is very important for students of SMA Negeri 6 in order to avoid conflicts between the members of the school community.

Based on the data above, the authors see that teens need help to understand the nonverbal language. This can be done by the teacher in the BK. Changes that occur during adolescence will

affect individual behavior depends on the ability or willingness of individuals at adolescence to express concern and anxiety to others, so that he can gain a new perspective and better. In order to resolve problems that are often found in SMA Negeri 6 Medan, there is one of the techniques in counseling to provide aid to students conducted by a coach/ counselor through the activities of the guidance group services that can be useful to prevent the development of problems faced by students. In the guidance group services, there are several number of techniques, namely home room, field trips, discussion groups, group activities, student government, socio-drama (role playing), psychodrama, and teaching remedial (Tohirin, 2007:273). From some of the techniques above, the author uses role playing with the aim to help students find a sense of self (identity) in the social world and solve the dilemma with the help of the group. " That is, through role playing students learn to use the concept of roles, aware of the different roles and the thought of her/his behavior and the behavior of others.

The group is a group of people who have a common goal that interact with each other to achieve a common goal, to know each other, and looking at them as part of the group. The holding of guidance is necessary in order to achieve the purpose of the group. According to Gazda (Prayitno, 2004:309) suggested that the guidance group in schools is an activity information to a group of students to help them make a plan and the right decision. According to Prayitno (1995:36), guidance group is a service of guidance and counseling which allows the number of learners together through group dynamics acquire a variety of materials of certain resource persons (especially of Teachers Advisors) that are useful to support the understanding and his daily life and/ or for their development as individuals and as a student, and for consideration in decision making and/ or specific actions.

According to Hamalik (in Rafael, 2012:42), role playing is a type of simulation techniques which are commonly used for social education and human relations where in this role playing technique involves individual human beings and their behavior or interactions between the individuals in the form of dramatization. Santrock (in Rafael, 2012:42) stated that role playing is an activity which is fun. Furthermore, role playing is an activity carried out by someone to gain pleasure. Role playing is a method of guidance and counseling group that performed consciously and discussions about the role in the group. In the

classroom, a problem practiced briefly so that students can recognize the characters of the figures like what the student act or become the opponent that has or gets other role. Santrock also states that the role playing lets children overcome the frustration and it is a medium for the therapist to analyze children's conflicts and the ways they resolve.

Humans are social creatures. S/ he only can thrives and acts as a human with relate and work together with other human beings. One of the most important ways to relate and work together with humans is communication. According to Rakhmat (2001:9) suggests communication is social events, events that occur when people interact with another human being. Through communication, we find ourselves, develop self concept, and set our relationship with the world around us. Nonverbal communication according to Hall (in Mulyana, 2010:344) says this nonverbal language as the "language of silence" (silent language) and "the hidden dimension" of a culture. Called silent and hidden, because nonverbal messages embedded in the context of the communication. In addition to the relational and situational cues in the transaction communication, nonverbal messages give us contextual cues. Along with the verbal cues and contextual cues, nonverbal messages help us to interpret the whole meaning of the communication experience.

METHOD

This research is the kind of Quasi Experimental, i.e. research that provides treatment to a group of students. Such treatment is guidance group services with role playing technique.

The sampling techniques used in this research is purposive sample. The author choose the class XI IPS 4 SMA Negeri 6 which has 36 students and select 10 students who have low abality and lack of nonverbal communication as sample.

The instrument of collecting data is used to find out the ability of the students' nonverbal communication is questionnaire. According to Arikunto (2010:268) questionnaire is the "set of questions submitted in writing to the person or in this case referred to the respondent and how to answer is done in writing". The questionnaire is used because it can collect a lot of data in a relatively short time compared to other techniques, such as interview. In questionnaire will be used Guttman scale which question is answered correctly will be given a score of 1 (one) and the question is answered incorrectly will be given a score of 0 (zero).

According to Arikunto (2010:199) in the sense of prikologis, in observation there are the activities of loading of attention to the entire object by using all of the senses. So, observing can be

done through sight, smell, hearing, touch, and taste. This is actually a direct observation.

RESULTS AND DISCUSSION

The data in this study are obtained by performing a measurement on nonverbal communication ability of students by giving the question form before implementing the guidance group service with role playing (pre-test) and after the implementing of the guidance group service with role playing (post-test)

Testing Requirements Analysis

Implementation of a test question form about the communication skills of students conducted against 32 students outside the sample. In this test phase, the researcher asked the willingness of 32 students to fill out the question form on the actual state of students earnestly and honestly because in question form is not judged right or wrong answer.

After the question form accumulated, then performed an assessment of the questionnaire by making a format based on the value of the scores on every question form then score which is a subject choice at every item of questionnaire are tabulated and processed manually.

The Validity of Questionnaire of Students' Nonverbal Communication Ability

The function of the question form test is to find out whether the instrument is feasible used to obtain data on nonverbal communication skills of students using Product Moment Formula. Based on the calculation of correlation coefficients, it is obtained that correlation coefficient validity of item number 1, it is known rvalue = 0.890 where N= 32 at significance level α = 5%, then it is known rtable = 0.3494. From these results it can be seen that rvalue is greater than r table (0.890> 0.3494). Based on these data, it can be concluded that the item numbers 1 of question form about learning skills declared valid and can be used for data collection. From the 50 items, now are deployed there are 31 known valid item (can be used to obtain data) and 19 items reserved are not valid, i.e. question no. 7, 14, 15, 16, 19, 23, 25, 26, 27, 28, 30, 32, 35, 36, 37, 38, 42, 46, and 49. So the question form has 31 items which is awarded against 10 persons as the subject.

The Reliability of Questionnaire of Students Nonverbal Communication Ability

Based on the results of the calculation using Alpha Formula, it is known that r11 = 0.62 and after having consulted with the

correlation index, it is included in the high category. Thus it can be concluded that the question form of students communication abilities have met the criteria of reliability so that it can be used as tool of collecting data to determine the sample.

Description of Data research results

The Pre-test Data of Students' Nonverbal Communication Ability

Pre-test data calculation can be seen in table 3, as follows:

Table 1: The results of the Pre-test (Before given guidance group service)

Number of Respodents	Score	Category
1	6	Low
2	5	Low
3	5	Low
4	7	Low
5	6	Low
6	3	Low
7	8	Low
8	4	Low
9	6	Low
10	5	Low
Total/ Average Score	55/5,5	

The Post-test Data of Students' Nonverbal Communication Ability

Post-test data calculation can be seen in table 4 below:

Table 2: The results of the Post-test (After being given guidance group service)

Number of Respodents	Score	Category
1	10	Medium
2	21	High
3	16	Medium
4	18	High
5	20	High
6	24	High
7	25	High
8	18	High
9	19	High
10	11	Medium
Total/ Average Score	182/18,2	

From table 2 is known that there are 3 students have the ability of nonverbal communication in the category of medium and 7 students have the ability of nonverbal communication in high category. On post-test the highest score is 25 (high category) and the lowest score is 10 by medium category, average score = 18.2

Based on table 1 and table 2, there is increasing the ability of students' nonverbal communication as follows:

Table 3: Description of Pre-test Data and Post-test Data

Number of Respondents	Pre-test		Post-test	
	Score	Category	Score	Category
1	6	Low	10	Medium
2	5	Low	21	High
3	5	Low	16	Medium
4	7	Low	18	High
5	6	Low	20	High
6	3	Low	24	High
7	8	Low	25	High
8	4	Low	18	High
9	6	Low	19	High
10	5	Low	11	Medium

In table 5 show that students who are classified as low at pre-test as many as 10 people, while in the post-test (after being given guidance group service) were not found students who belong to low nonverbal communication skills (high 70% and 30%). It can be concluded that there is an increase in the ability of students' nonverbal communication after given guidance group service with role playing technique.

Hypothesis testing

Hypothesis testing is done with the Wilcoxon test calculation. From the calculation, it is obtained that Jcount = 26 for number of respondents N = 10 people and retrieved Jtable = 8. In accordance with the criteria of acceptance and rejection of the hypothesis, then the hypothesis is accepted at significance level of 5%. Thus declared that guidance group service with role playing technique has a contribution in improving the nonverbal communication skills of students of Class XI IPS 4 SMA Negeri Medan 6 on academic year 2015/2016, it is seen from the average score of students ' nonverbal communication ability at the time of pre-test = 5.5, after the guidance group service with role playing technique (post-test) increased to 18.2.

Discussion

From the results of data analysis using the Jtest, is obtained that Jtest= 26 for the number of respondents N= 10 and Jtabel= 8. Which means that Jtest > Jtabel = (26> 8). Then the hypothesis that there are significant effects of group guidance service with role playing technique to improve nonverbal communication skills on class XI IPS 4 SMAN 6 on Academic Year 2015/2016.

CONCLUSION & SUGESTIONS
Conclusion

From the results of research data is categorized tahe students have the ability of nonverbal communication that is low is 10

people. Then from the final results of the research is obtained 70% of the students already have the ability of nonverbal communication. This can be seen on the basis of the average post-test is 18,2. Based on the results of pre-test and post-test may be inferred that there is an influence of the guidance group service with role playing technique against the ability of nonverbal communication on students of Class XI IPS 4 SMA Negeri Medan 6 on academic year 2015/2016, it is known from the calculation result is obtained that Jtest > Jtabel = (26 > 8). Then the hypothesis stated that there is a significant influence of guidance group service with role playing against nonverbal communication ability of the students of Class XI IPS 4 SMA Negeri Medan 6 on academic year 2015/2016, is acceptable.

Suggestions

Based on the conclusions above, researchers ask some advice that is: a) For BK teachers, BK teachers are expected more concerned in an attempt to improve the ability of students nonverbal communication, through the activities of the guidance group service; b) For schools, It is hoped that the schools can provide infrastructures and facilities that are better in guidance counseling activities at school.

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STUDENT'S PERSPECTIVE IN USING QUIPPER IN TEACHING AND LEARNING ACTIVITIES FOR SENIOR HIGH SCHOOL IN JAKARTA

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ABSTRACT

In this digital era, technology cannot be avoided from any aspect of human life. It grows demands on almost everyone, including students to become technologically literate. The Digital technology and education are both recognized as essential to a global future. In Indonesia, ICT grows rapidly and the student changes radically. They think and process the information fundamentally differently. To encourage the students to improve their knowledge through the use of digital technologies, Quipper School as an e-learning service is designed comprehensively for teachers and students to help learning process continue effectively with the benefit of digital technology. Using this service, teachers can manage classes and assign classes work or homework easily and efficiently. There are some factors which are affected to the learning process using Quipper School, supporting effect and inhibiting effect. In order to improve Quipper in ELT, the researcher wants to know what are students perspective through the Quipper School. From the findings of this research, the researcher are hoped to improve the quality of Quipper School because ICT can promote lifelong independent learning skills.

Keywords: *digital technology – ICT – quipper school - student perspective.*

Learning elements include learning objectives were formulated clearly, the subject matter are arranged in a coherent and up to date, means learning infrastructure adequate learning conditions comfortable, use appropriate learning methods, the use of media that is able to support the students learn better, learning resources is not limited to textbooks but use digital media are easily accessible, and the evaluation is done by involving students. Application of optimal learning elements will affect the success of learning and improve student achievement. Learning conditions in fact show different things, during the implementation of the learning process is still ignoring some elements of learning, including learning objectives have not been formulated clearly, the subject matter is not well organized, learning methods were not appropriate and teachers have not applied media innovative learning that encourages students to learn better, resulting in lower student achievement.

During this time, teachers are still using traditional learning media is limited to the print module. According to Nasution (2005) the use of print modules as a learning medium still has some shortcomings, among others: (1) costs more, (2) students become passive and will have difficulty learning because accustomed to receiving lessons from teachers through listen, (3) students must arrange a time to learn the discipline, (4) students accustomed to regard the teacher as the main source of learning so that the use of a variety of sources, methods and

media into difficulty, (5) prepare the module takes a lot of time, effort and requires considerable expertise, (6) learning module requires a lot of facilities.The shortcomings of the use of the print module in learning, teachers should make to further innovate and choose the alternative media that correspond to the learning objectives to be achieved, so as to encourage students to learn better and increased learning achievement. The use of innovative media will also improve motivation and attention to students in understanding the subject matter.

The learning activities are still dominated by lecture method and delivery of learning materials is limited to the print module. Nasution (2005) explains that the use of the print module enables students to be passive and will have difficulty learning.

This is evident in the behavior of students when the learning process English takes place. Most students do not pay attention to the teacher's explanation, chatting with other friends, play games, and access to the internet which is not related to the subject matter. Some of the students also argued that English elusive and confusing so that their participation is reduced.QuipperSchool (QS) an e-learning service that is designed comprehensively for teachers and students to help the learning process continues effectively with the benefit of digital technology. The Digital technologies and education are both recognized as essential to a global future. Quipper School advance and empower teachers with students

online, increase knowledge and improve learning outcomes (Kusuma, 2015).

School Quipper integrate and empower teachers with students online, increase knowledge and improve learning outcomes (Kusuma, 2015). Teachers can create assignments for a class, group or individual and get immediate feedback on student performance. Recognizing the strengths and weaknesses of students is very easy. Online learning facilities provided Quipper School provides ease of school teachers, such as giving tasks and materials to the students, so the teacher does not have to correct the results of learners for automatic learning outcomes. students will be examined by the existing system in Quipper School, in addition to the ease of online learning platform service teachers could arouse the interest of learners. By using Quipper school learners are expected to master certain topics, increase their knowledge while enjoying the social features. Quipper School of interesting and like games. Learners can use Quipper School at home or wherever they can get an Internet connection (e.g. Internet cafe, library and android mobile phone). Quipper School can be accessed from any device in 24 hours a week.

Media Quipper school learning provides many benefits, but its use requires some support. Martia SMA Bhakti Jakarta has several problems facing the learning process, one of which is the Internet network is not up to class and only certain areas are inaccessible. Although there are obstacles, the students are very interested when learning a new breakthrough media collaborated with the improvement of technology and science has increased to see the effect of using the media to improve learning outcomes.

METHOD

The materials to be evaluated in this study included students perspective when using Quipper school in learning activities. The data collection utilized in this study was questionnaire prepared by the researcher. In order to do so, several questionnaire were scrutinized and the items relevant to the students perception about learning and teaching by using Quipperschool.com. A 10-item questionnaire was so prepared, and a pilot study was conducted with 33 students of SMA Martia Bhakti Bekasi. The questionnaire (see appendix) included 10 questions.

The population for this study was consisted of one class selected in SMA Martia Bhakti Bekasi. The sample included of X.6 class out of which 33 students (22 female 11 male).

The purpose of this study was to evaluate the students perspective in using Quipperschool.com in SMA Martia Bhakti Bekasi. In order to do so, the following steps were taken. After a pilot study of the questionnaire prepared by the researcher, the 10-item questionnaire about students perceptionin using Quipperschool.com was finalized. The questionnaires were collected a few hours later so that the participants would have enough time to reflect on the questions. Later these survey results were quantified and analyzed in order to answer the research questions.

RESULTS AND DISCUSION
Results

Based on the results of research show that learning with school Quipper give better effect than on learning with conventional methods. Descriptive analysis is used to describe the percentage of each the independent variable is the use of instructional media Quipper school and learning outcomes dependent variable.

In this analysis used the formula to determine the level of the percentage scores of each respondent. For analyzing the survey data collected by means of the questionnaire, first the answers were quantified. Each option of the items was ranked (1. To a great extent, 2. To some extent, 3. Not satisfactory, 4. Not at all). In order to provide a clear picture of responses given to the 10 items of the questionnaire, the items were analyzed. As can be seen, it was be concluded that Quipperschool are "to some extent" acceptable with 58.60% for students in teaching and learning activities. Considering "to a great extent" acceptable with 23.90% for students in teaching and learning activities. However "not satisfactory" cannot be considered acceptable with 16.32% for students in teaching and learning activities. As the last result of using Quipperschool are "not at all" with 1.16% not acceptable for students in teaching and learning activities. Student Perceptions of School Learning Media Quipper Based on the results of the research questionnaire answers with students about media perception indicators Quipper school learning, the results obtained in the table 1.

CONCLUSION

Based on the research results can be concluded that: (a) Media Quipper helpful school are used in education, where students are attracted by the appearance of the media to increase knowledge and insight by reading the material and do practice questions, facilitate and complement the learning process and teach them to know the latest technology. It also helps teachers to collaborate in learning to avoid monotony and facilitate teachers in correcting values. Based on the research results

can be seen from 33 students stated the use of instructional media Quipperschool in the excellent category by 58.60%. (b) The use of instructional media Quipper school in SMA Martia Bhakti constrained so that learning is ineffective and inefficient due to the Internet network is not up to class and only certain areas as well as the material in Quipper school can not be downloaded.

Table.1 descriptive analysis percentage of student's perspective in using quipper in teaching and learning activities for senior high school in Jakarta

N o.	Questions	Sangat Setuju (SS)	Setuju (S)	Tidak Setuju (TS)	Sangat Tidak Setuju (STS)	Total
1.	Mudah bagi saya untuk mengoperasikan system Quipper school.com	8	22	4	2	36
2.	Mudah bagi saya untuk mengoperasikan Quipper school.com sesuai dengan keinginan saya.	14	20	0	0	34
3.	Interaksi saya dengan Quipper school.com mudah dipahami.	6	15	13	0	34
4.	Orang-orang yang mempengaruhi perilaku saya, menyarankan agar saya menggunakan Quipperschool.com.	2	21	11	0	34
5.	Saya menjadi lebih terampil setelah menggunakan Quipper School.com.	8	21	5	0	34
6.	Secara keseluruhan Quipper school.com mudah digunakan untuk mengerjakan tugas-tugas sekolah.	8	19	7	0	34
7.	Quipper school.com memungkinkan saya untuk menyelesaikan tugas lebih cepat.	4	23	6	2	35
8.	Menggunakan Quipper school.com meningkatkan keefektifan belajar saya.	9	20	4	0	33
9.	Saya suka ide menggunakan Quipper school.com	11	20	4	0	35
10.	Menggunakan Quipper school.com akan menyenangkan.	12	20	2	0	34
Total		82	201	56	4	343
	Rata-rata(%)	23,90	58,60	16,32	1,16	100

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CONTEXTUAL TEACHING AND LEARNING OF GEOMETRY IN ELEMENTARY SCHOOL

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ABSTRACT

Geometry is the part of mathematics school curriculum. This field provides students for having experience in mathematical reasoning and thinking. Students found to get hard for understanding it content. However, many parts of our cultural life consist of visual figure that correspond with geometric principles. This fact should be introduced for teaching geometry in school. The usage of contextual learning in teaching geometry helps students to understand geometry principles and connect it through their life.

Keywords: *contextual teaching and learning, geometry, elementary school*

Curriculum 2013 on elementary school designed learning activities based on integrative thematic and scientific approach. These approach were designed to develop children knowledge based on their experience, implied in their social and school environment. To develop these kind of experience in mathematics field, school should develop student centered learning activity. In fact, school and teacher has giving much attention on thematic and scientific approach, but they cannot specify them on learning activity. This problem was identified as a main problem that caused these approach cannot perform well on school. Elementary school and teacher tend to not understand these approach concept to build in class, so they have difficulties on design them on lesson plan. This condition were made learning activities cannot perform well (Akbar et al, 2015).

As a one of subject in elementary school, mathematics should teach based on students' experience. Teacher cannot only tell its concept and finish it by question related on it. For better experience, students should build their mathematics understanding based on their own experience. According to Hudson and Whisler (2008), one conception that suitable for helping teachers relate subject content into real life situations, is contextual teaching and learning. By using this conception, elementary teachers could designed learning activity that help students connect what they learn with their life and construct their knowledge from the learning process. On previous study, Riyanta (2010) used contextual teaching learning as a learning concept for enhancing students understanding on three-dimensional figures patterns. The result of this study showed that contextual teaching and learning enhanced students'

understanding and motivation on learning geometry.

Geometry as a part of mathematics have a rich content that connect to daily life. Many figures in daily life can be used as a media for learning geometry. Problems for teaching and learning geometry are lack of student' activities on learning process. This condition should get teachers' attention, especially to create student oriented learning activities on some class action researches for solving the problem (Mansur, 2010; Riyanta, 2010; Suardi, 2013; Subarkah, 2016).

DISCUSSION
What is Contextual Teaching and Learning?

Contextual teaching and learning (CTL) is a concept that can be used to help teachers make connections between subject matter and real life situations (Sears, 2003). Not only for teachers but also for students, this concept make connections between their knowledge and how its application in daily life. The main purpose of this concept is to help students become self-regulated learners. Students can find that learning should be taken in any place, wherever it is, not only in a small classroom. Thus, their experience can be used as learning resources that aim at meaningful learning for them.

Sears (2003) defined strategies related to contextual teaching and learning. The first strategy is self-regulated learning. This strategy use for both teacher and student. By this strategy, teacher can perform well in choosing the learning material, giving motivation, and preferring the best learning style for them. On the other hand, student can understand their learning style, know how the best they learn, apply their knowledge, and connect their present learning to their future activities. In fact, not all students can be a self-regulated learner, teacher can encourage them into that direction. This

strategy should be done for better teaching and learning process.

The second strategy is teaching and learning in multiple contexts. This strategy give students widely opportunities to frame their knowledge in many contexts in daily life. Teachers should pay attention to the variety learning experience that students should be done. By using variety of contexts, inside or outside the school, students learning will occur naturally anywhere. The third strategy is problem based learning. Problem based learning enhance students' creative critical thinking by apply, analyze, synthesize, and evaluate their skill and knowledge to solve the problem. The problem itself can draw in varied contexts, to show students connection between the subject material and their daily life experience.

The fourth strategy is interdependent learning groups. Learning is a social process. Contextual teaching and learning (CTL) need collaboration between students to interact about instructional activities. In collaborative and interactive learning, students get opportunity to learn various ideas and give feedback. This condition can improve students' self-esteem, help them feel safe to share their ideas, and participate on learning process actively. The fifth strategy is authentic assessment. The authentic assessment is used in curriculum 2013. This assessment make a qualitative report card. This help students' parents to see their children's learning progress in many aspects with the evidence include on it (such as portfolio).

While contextual teaching and learning are relevant thoroughly researches, the problem that educators are faced became more complex day by day. How teachers help students to construct their own knowledge become more important. Students should actively explore subject content in multiple context in order to learn how to solve a problem, complete a project, or touch their goal of study (Hudson and Whisler; 2008). This kind activities are needed to meet the expectation of meaningful learning as a part of long life learning.

Geometry on Elementary School

Geometry is the part of mathematics school curriculum. The aim of learning geometry is to understand geometric elements, make connections between them, and solve the problem related on it (Safrina et al, 2014). Contextual teaching and learning (CTL) used in class action research on elementary school geometry show that CTL can improve students' learning process (Subarkah et al, 2013; Mansur, 2010) and students being active during learning

process. CTL also improve students' understanding on geometry and improve their motivation on studying mathematics (Riyanta, 2010).

Yildiz and Baltaci (2016) use contextual teaching and learning through GeoGebra software to the elementary preservice mathematics teachers. The case study was conducted in cylindrical and spherical coordination learning in a meaningful way. Despite learning it depend on patterns, Yildiz and Baltaci check their ability to associate objects and their coordinates on the plane and space, such as key closet, lamp hung from the ceiling, and glass. This study support another findings that using concrete material help students' acquire experience and might help them develop in mathematics and geometry.

Concrete materials used in teaching and learning geometry were varied based on the subject material. Another alternative materials for studying geometry is the usage of local potential, such as traditional house. Bintoro and Zuliana (2013) use Kudus traditional house as a media for teaching and learning geometry on trapezoid area. This study design mathematics learning of geometry in the context of Kudus traditional house. Students invited to know Kudus traditional house by LCD projector, the purpose of this slide was students understand the shape well. The next step was directed students to relate the figure with trapezoid area. Besides showing Kudus traditional house in the slide, students were given trapezoid area media manipulative to help them solve problems in the worksheet. From this study, students learning their traditional house and mathematics content at the same time, which is encouraged teaching and learning in elementary school using thematic approach.

Another traditional house for teaching and learning geometry is Java traditional house. Java traditional house have an interesting form. For example, based on the roof shape, Java traditional house differ as *Panggangpe, Kampung, Limasan, Tajug* and *Joglo*.
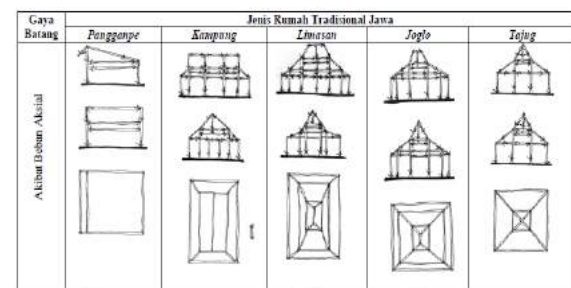
Picture above taken from Prihatmaji (2007). Besides looking this picture in the architecture point of view, this picture can be seen in the geometry point of view as we can see parallel lines, adjacent lines on the roof. So that, we can design

learning material based on the Java traditional house' roof pattern. Using culture as a context of learning mathematics is part of an approach on learning mathematics, called ethnomathematics (Rosa & Orey, 2011). This approach can be developed students' understanding mathematics based on another contextual term, culture. the field of ethnomathematics link students' knowledge through the use of cultural embedded with mathematics in curriculum.

CONSIDERATION

Mathematics is known as hard material to learn. Pervious study showed that contextual teaching and learning concept can improve students' understanding and motivation on learning mathematics, especially on geometry. The use of context in elementary school mathematics, related to thematic and scientific approach used in Curriculum 2013.

Mathematics cannot free from social interfere and culture. The use of context beside its content could develop students' understanding in answer these two questions: what is mathematics content they learn so far and how it can be applied in their life or how it connected with their daily life. The use of concrete material that related to their daily life, their culture, also important to improve students' understanding on geometry.

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PRIMARY TEACHERS' ABILITY IN DESIGNING AND SOLVING CONTEXTUAL PROBLEMS IN DIVISION WHOLE NUMBERS

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ABSTRACT

This study was aimed to describe primary school teachers' ability in designing and solving contextual problems especially in division of whole numbers. This research was held in KanisiusDemangan primary school in Yogyakarta with the subject 14 teachers. Data collection was gathered in the form of the written test at the end of the workshop. Thetest showed that there were 8 teachers that had good ability in designing and solving contextual problems in division whole numbers, 3 teachers not written the contextual problem, and the other, 3 teachers had study to design contextual problem in division whole numbers. From the analysis, we found that a teacher is struggling in understanding the concept of the division on whole numbers andthere were 5 strategies used by the teachers in solving the problems. The strategies are multiplication invers, using horizontally repeated subtraction, vertically repeated subtraction, and modeling the contextual problem using pictures that closely related to the context.

Keywords: primary teachers, ability in designing and solving problem, contextual problems, division.

Nowdays, the quality of mathematics educations in Indonesia needs to be improved. The result of PISA and TEAMS shows that the competence of students in mathematics is still lacking. Indonesia was in rank of 64 from the 65 participating countries in 2012 and in 2015 Indonesia was in rank 69 from the 75 countries participating in PISA. PISA evaluates literacy skills, the skill to solve contextual problems in mathematics and application problems in mathematics. From the result indicates that ability in solving contextual problems in mathematics is still lacking.

TIMSS evaluates mathematics ability on 8th grade student in the content of number, algebra, geometry, data and change. One of competence in number especially whole numbers is compute $(+, -, \times, \div)$ with whole numbers (Gronmo, et all, 2015). The result of TIMS shows that mathematics achievement of Indonesia students was in rank 36 from the 49 countries in 2007 and in 2011 was in rank 39 from the 43 countries participating in TIMSS. We can say that ability in numbers domain is still lacking.

There are many factors that influence the lacking of ability both on numbers ability or literacy ability that include ability to solve contextual problems. One of the factors is teacher, especially primary teachers. Campbell,et all (2014) said that mathematics ability and pedagogy ability of primary teachers have positive correlation with student achievement in mathematics. Primary teachers teach basic competence in mathematics for the children, they formalize thinking pattern in

mathematics to the students. Because of that, it is necessary to improve mathematics skill of primary teachers.

The result of study that done by Hadi (2002) shows that developing model to improve teacher's professionalism is introducing a new approach in learning mathematics that can enrich knowledge and increase teachers ability in mathematics. That approach is PMRI. Learning trajectory in PMRI is illustrated as ice-berg that concludes of mathematical world orientation, model material, building stone; number relations, and formal notation (Atmini, 2010). Mathematical world orientation means using contextual or daily problems to construct mathematics thinking. The solving of that problem is using model material, number relations, and formal notation. Based on the reasons, this study aims to describe primary school teachers' ability in designing and solving contextual problems especially in division of whole numbers.KanisiusDemanganBaru primary school wants to improve students achievement in mathematics, so this study is held in KanisiusDemanganBaru primary school.

PMRI is adapted from RME, Realistic Mathematics Education that occurred in Netherland. Realistic mathematics education is founded by Freudenthal. RME take starting point in the activity of mathematics, whether pure or applied mathematics. Activity of mathematics is as an activity of problem solving, looking the problems and organizing a subject matter-whether mathematical matter or data from reality. Marpaung… said that Learning trajectory in PMRI is illustrated as ice-berg that concludes of mathematical world orientation, model material,

building stone; number relations, and formal notation (Atmini, 2010).

The key process and goal for realistic mathematics educations is mathematizing, this can involve mathematizing mathematics and mathematizing reality.Realistic mathematics educations elaborate three key principles that can be seen as heuristics for instructional design. They are 1) reinvention/mathematizing, 2)didactical phenomenology, and 3) self-developed models (Gravemeijer, 1994).

Reinvention/mathematizing similar solution procedures create the opportunity for the reinvention process. Reinvention process can be look at figure below.
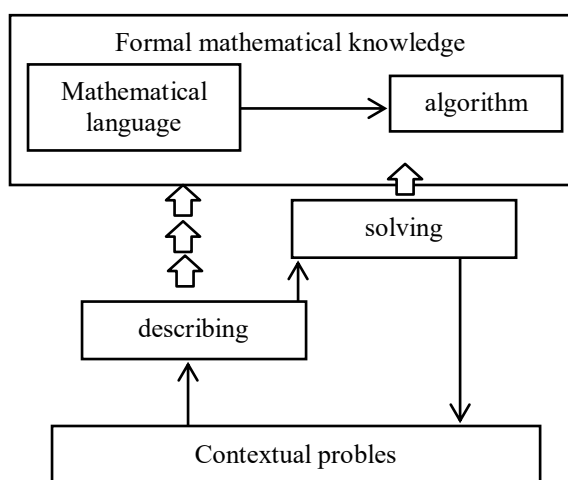
Figure 1. Reinvention (Gravemeijer, 1994: 94)

According didactical phenomenology, situations where a given mathematical topic is applied are to be investigated to reveal the kind of applications that have to be anticipated in instruction and to consider their suitability as points of impact for a process of progressive mathematics (Gravemijer, 1994: 90). Self-developed models play in bridging the gap between informal knowledge and formal mathematics.

The three principles of realistic mathematics education approach explain that to learn a material such as long division is based on student activities. First, division is associated with real-life activities, here students bring on their situation knowledge and strategies and apply them in the situation. This step is not boundaries by procedure. The next, students create a model of this situation, division problem is modelled by repeated subtraction. The last, the students write algorithm for long division.

From the explanation of realistic mathematics education, PMRI also based on the

mathematics philosophy that mathematics as human activity. Similar with in realistic mathematics education, in PMRI a problem is called realistic problem if that problem can be imagine by students. PMRI approach is a method used in teaching and learning mathematics by associating learning to imaginable situation by students or to daily life problems (Wijaya, 2011).

METHOD

The subject is 14 KanisiusDemanganBaru primary teachers. The teachers are not only mathematics teacher but also class teachers. This is a qualitative research and data collection was gathered in the form of the written test. Primary teachers' ability in designing and solving contextual problems in division of whole number is based on PMRI approach which to explain division whole number must be presented in contextual problems in real life before be solve with many strategies. Based on PMRI, there are many strategies to solve division problem. There are informal procedures (dividing on a geometrical basis, distributing one by one, grouping, using multiplications fact) and formal procedures (repeated subtraction and long division). Data are analyzed qualitatively by data reduction, data presentation, and conclusion (Miles and Huberman, 1994).

FINDING AND DISCUSSION

After primary teacher school is introduced about PMRI approach, they do test to measure ability in designing and solving contextual problems. Based on PMRI theory, teaching and learning must be associated with imaginable problems or daily life (Wijaya, 2011). First problem in test is how to design contextual problem 48÷6. After designing in contextual problem, teachers solve the problem. There are many solutions wrote by teachers.
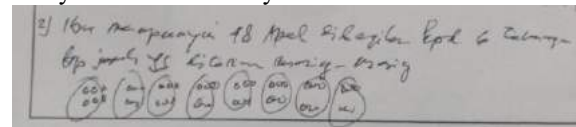
Figure 2. Error Sample in Modeling Contextual Problem in Division

Figure 2 shows that teacher has problem in solving contextual problem especially modelling the problem. Modelling the problem is unstructured procedure to make imaginable problem for students. The correct one, division number i.e 6 must illustrate the number of circle and not number of apple.Besides that, teacher only write the contextual problem without solve the problem.
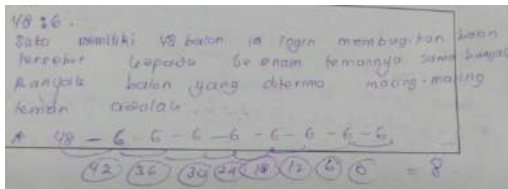
Figure 3. Correct Sample in Designing Contextual Problem in Division

Figure 3 shows that teacher can design the contextual problem and solve the contextual problem. The contextual problem solve by horizontally repeated subtraction strategy. 6 other teachers, 3 of them don't write the contextual problem and 3 of them had study to design contextual problem as a Figure 3. The similar error also is found on answering other division problem in figure below.
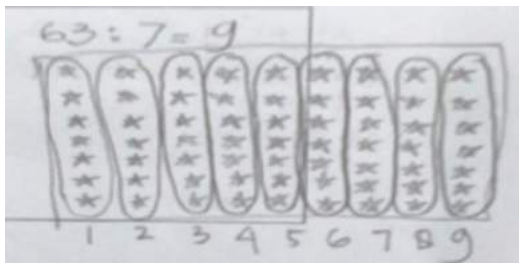
Figure 4. Other Error Sample in Modelling Problem

After teacher designing the division problem to contextual problems, the teachers solve the contextual problems. Data test show that there are many strategies used to solve the division problems. The strategies are horizontally repeated subtraction, vertically repeated subtraction, long division, and using multiplication invers. The strategies can be seen in many figures below.
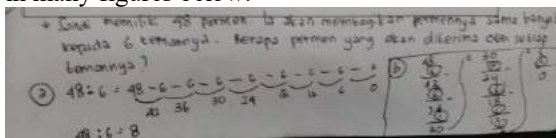
Figure 5. Horizontally and Vertically Repeated Subtraction Strategies
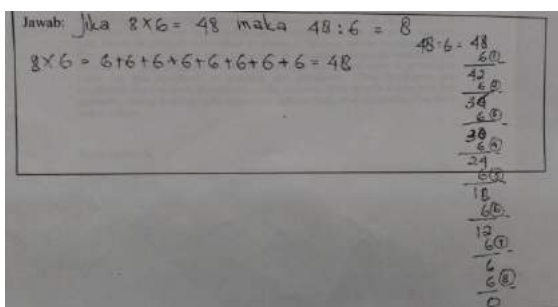
Figure 6. Vertically Repeated Subtraction Strategy and Multiplication Invers Strategy
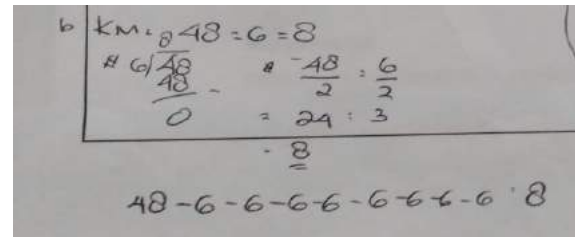
Figure 7. Long Divison Strategy

Although many teachers can write the solution in division problems, many of them only write a strategy to solve contextual program. The completely data about primary teachers' ability in designing and solving contextual problem in whole number can be seen in table below.

Table 1. Completely Data of Primary Teachers' Ability

	Ability in Design CP			Strategies to solve CP
	Correct	Incorrect	No Solution	
T1			√	-
T2	√			Long Division(1), Horizontally Repeated Subtraction(2)
T3			√	Multiplication invers(3), Vertically Repeated Subtraction(4)
T4		√		Modelling (5)
T5		√		Not Correct in modelling (5)
T6			√	-
T7		√		Vertically Repeated Subtraction (4)
T8	√			Horizontally Repeated Subtraction(2)
T9	√			
T10	√			-
T11	√			Vertically and Horizontally Repeated Subtraction (2) and (4)
T12	√			Modelling (5)
T13	√			Vertically Repeated Subtraction (4)
T14	√			-

From the table, researcher can't conclude the ability of T1 and T5 in design and solving contextual problem of division. But there is one teacher that misunderstanding in solving division problems.

CONCLUSION

The test showed that there were 8 teachers that had good ability in designing and solving contextual problems in division whole numbers, 3 teachers not written the contextual problem, and the other, 3 teachers had study to design contextual problem in division whole numbers. From the analysis, we found that a teacher is struggling in understanding the concept of the division on whole numbers and there were 5 strategies used by the teachers in solving the problems. The strategies are multiplication invers, using horizontally repeated subtraction, vertically repeated subtraction, andmodeling the contextual problem using pictures that closely related to the context.

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SYNECTIC MODEL IMPLEMENTATION TO IMPROVE CREATIVE THINKING SKILL OF COUNSELOR CANDIDATE

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ABSTRACT

Preparing a counselor candidate as a reflective practitioner is essential to level-1. Counselor candidate will faced with various problems that need completion counselee appropriately. Learning at college doesn't lead skills to the formation of a reflective counselor candidate, one of which is to have creative thinking skills. In the learning process in Individual Counseling Practicum, more focused on the implementation of the stages of counseling. In this case, various learning activities are available for practicing creative thinking skill, one of which is synectic model. The purpose of this research is to improve the learning process and practice of counseling with trained creative thinking skills of students, including synthetic, analytical, and practical skills. The research design using classroom action research. Research subjects are student guidance and counseling in 2014. This action research was conducted in two cycles. The first cycle is done with the learning activities and counseling practical to REB and the second cycle is done with the learning activities and counseling practice Reality. Each cycle lasts five meetings with learning scenarios. This research resulted in quantitative and qualitative data were analyzed with descriptive statistics and interpreted qualitatively. The results showed that the model can be used to train analogy creative thinking skills in the learning process and counseling practice. Changes creative thinking skills of students can be seen from the score on the pretest-posttest in the first cycle and pretest-posttest in the second cycle. In the first cycle, students who have creative thinking skills as much as 32% higher category. The average score obtained by the students was 9.95 (58.58%). While on the second cycle, students who have creative thinking skills 77% higher category. The average score obtained by the students is 14.18 (74.63%).

Keywords: synectic model, creative thinking skill, counselor candidate

Counselors are experts in providing guidance and counseling services that are autonomous. Counselors in carrying out duties as a helping profession should have the two competencies of academic competence and professional competence. Academic competencies pursued through education Strata 1 (S1) study program of Guidance and Counseling and professional competence through education reached Profession Guidance and Counseling (Depdiknas, 2008; ABKIN, 2005). Academic competence prospective counselors prepared through learning in the S-1 among other in the course of counseling clumps. Learning counseling is a barometer of academic education provision S-1 Guidance and Counseling (Hidayah, 2009). In counseling learning, students demanded to bring creative thinking when collecting data, formulating problems, and finding the problem-solving strategies.

The results of reflection of the author's experience over 33 years supporting subject individual counseling clump, including Individual Counseling Practicum. Found students inability to construct a counseling framework with new and varied definitions as well as its inability to formulate the problem of the counselee in counseling practice. Students' difficulty to categorize problems to cognitive, affective, and behavioral. These conditions give rise to errors in the process of extracting data, interpretations data, and establishing counseling strategies. The inability of students to formulate the counselee is initiated by the inability of students to build a new idea in the form of a new definition of a counseling framework. Students have not been able to formulate new and varied counseling questions. Similarly, students are not accustomed to reflect together with colleagues at the end of the counseling practice. The condition indicates a low creative thinking skill of students in the learning of individual counseling practice.

Demands becoming creative counselors candidate has enshrined in the Indonesian National Qualifications Framework (KKNI) that is a graduate competence (learning outcomes) Study program (Dikti, 2013). Competence of graduates is in line with the concept of counselor characteristics. There are six characteristics of counselors, one of who has the ability to think openly or creative thinking (Neukrug, 2003). Education

counselor is expected to meet the characteristics of creative thinking. During his education S-1, through learning experience, the students are expected to become reflective practitioners (Schön, 1983). The actions of reflection shown in the reflection on action, reflection in action, and reflection for action (Killion and Todnem, 1991 in Haarmann, 2013).

Guilford reveals that creative individuals have the ability to look for ways in different ways (Cropley and Cropley, 2005) mainly in problem solving (Vidal, 2010). Sternberg and Lubart, 1999 in Villalba (2008) states that creativity is the ability to work producing original, unexpected, and precise ideas. Sternberg (2003; 2009) explains that creativity is one of factors the formation of reflective practitioners.

Individuals process information through three creative thinking abilities, namely synthetic, analytical, and practical. Synthetic thinking is the ability to see a problem into something new. Analytical thinking is the ability to recognize the valuable and precious ideas. Analytical thinking activities provide effective resources and are able to provide problems solutions. Practical thinking is the ability to persuade or convince others, convey valuable ideas to others, practice ideas, and ready to accept feedback from others (Sternberg, 2003).

Creative thinking skills can be developed through synectic models strategies. Synectic models developed by William J. Gordon. Joyce, Weil, and Calhoun (1996; 2009) suggest that synectic model is a learning strategy that invites students to create the imagery and metaphors of the concepts learned. In line with these opinions, Meador (1994) stated that the synectic model provides the opportunity for individuals to connect abstract concepts into concrete concepts.

Synectic model has two strategies that are: making it familiar to be new or unfamiliar (creating something new) and making foreign things become familiar (making the strange familiar). Synectic models strategy chosen to develop creative thinking of students is the strategy of creating something new. Students are invited to create a new and unique definition in understanding the counseling concepts being studied. Creation of definition not only for understanding the concept, but students directly applies the new definition in the activities of individual counseling practice.

The new definition is used to formulate new questions in extracting counselee data. Strategies stages creating something new synectic models are: (1) describe the current situation,]the professor asks students to describe situations or topics as they see today, (2) direct analogy I namely student proposes direct analogy, selecting, and exploring the parable , (3) the personal analogy that students use analogies that have been chosen, (4) dense conflict, students take the description of the second and third stages to make two words that contradict each other, (5) direct analogy II, students make direct analogy based on the outcome of the solid conflict analogy, and (6) to reexamine its initial task, the lecturer asks the students back on the previous task and describe new definition.

Starting from a low ability of creative thinking of students in conducting practice of counseling, through Class Action Research (PTK) aims to improve the learning process of individual counseling practicum. The hope, lectures Individual Counseling Practicum with synectic models learning help prospective student as a candidate counselor hone his creative thinking skills.

METHOD

Classroom action research using four steps: planning, implementation, observation, and reflection (Mills, 2007). This study aims to improve learning in Individual Counseling Practicum course. Improvements made to train the candidate counselor in creative thinking skills in the learning process and counseling practice.

Research subjects were students 2014 generation who take a course in Class A Individual Counseling Practicum odd semester in 2016/2017.22 Students, 5 male and 17 female. Based on data collecting, obtained quantitative and qualitative data. Synectic model data obtained from the observations with the lecturers instrument performance in teaching and learning recording journal. While the creative thinking skills data obtained from the Journal of Student Learning Experience (JPBM), Journal of Counseling Practice Experience (JPPK), learning observation sheets, student counseling practice, and creative thinking skills inventory.

Action research procedures along with synectic model steps of learning for 10 meetings. Students are trained to find a new definition of counseling concept being

studied, find a new definition of right and worth, as well as using the new definition into counseling practice to prepare counseling questions. Learning activities ended with peer's reflection activities. It is an indicator of the achievement of the action research to develop creative thinking abilities of students.

Data analysis aims to find the meaning of any data collected during action research. The collected data were analyzed by qualitative and quantitative descriptive. Data were analyzed with qualitative descriptive that is data from the Journal of Student Learning Experience (JPBM) and the Journal of Counseling Practice Experience (JPPK). While data that was analyzed by quantitative descriptive was data obtained from creative thinking skills inventory of prospective counselors. Steps of data analysis in the classroom action research involve three things: (1) data reduction, in this step, activities conducted to select and sort and classify the data according to the research focus, (2) data presentation, exposing data is conducted that is the foundation for researchers to interpret the study, and (3) conclusion, at this stage, portrayal of research findings and data verification is conducted to draw conclusions.

Evaluation and reflection conducted by evaluating the synectic model learning process at the end of the cycle meeting. Discussions were held with students, the results are combined into a research recording journal, which contains the researchers records in conducting learning action. This journal is used to record the weakness of the study and improvement plan in the next cycle.

FINDING AND DISCUSSION

Development exercise of creative thinking skills through synectic models in counseling learning is a unique experience for students and lecturers. This exercise was conducted in two cycles of learning. First cycle lasts five meetings with learning activities and practical approach of Rational Emotive Behavior Therapy (REBT). Cycle II conducted over five meetings with learning activities and reality counseling practice. Both cycles of action research described below.

Meeting-1, mastery the main concepts of REBT approach. The learning process directed so that students find a new definition

of the main concepts of REBT by finding the right metaphor to describe the concept.

The 2ⁿᵈ meeting, students practiced REBT with thought stopping technique. Learning began with the mastery of a new definition of thought stopping technique. The new definitions used by students to formulate vary questions in counseling practice. Class concluded with an evaluation from the researchers about the creative thinking skills of students and deployment of creative thinking skills inventory as a pretest.

The 3ʳᵈ Meeting, researchers conducted a counseling practice activities reflection in the 2nd meeting. At this meeting, students did practice REBT with thought stopping technique. Researchers started the study by finding a new definition of thought stopping technique. Students brought the new definition in doing counseling practice. Students were still having difficulties to find a new definition and raise a new definition in counseling questions.

The 4ᵗʰ meeting, researchers conducted a reflection of counseling practice activities in 3rd meeting. The students experience in learning is to find a new definition of thought stopping and using the new definition in formulating counseling questions. Students were begun skillfully in making parable, find a new definition, and bring new definition in counseling practice. A reflection activity with new colleagues performed by several pairs of students.

The 5ᵗʰ meeting, students performed simulations of REBT. Simulation of 3 students showed that creative thinking skills of students experiencing were grown. Students were able to formulate varies counseling questions based on the new definition found in the meeting 1, 2, 3, and 4. At the end of the meeting, researchers conducted an evaluation of the development of students' creative thinking skills. Class concluded by giving a motivation to students to develop creative thinking skills and creative thinking skills inventory deployment as a posttest.

The 6ᵗʰ meeting, mastery concept of reality approach. Researchers asked students to formulate new definition of the main concepts of reality. Students used a metaphor to describe the concept of reality.

The 7ᵗʰ meeting, students conducted reality counseling practice with confrontation techniques. Students initiated practice activities by understanding the concepts confrontation techniques by finding a new

definition. That definition, brought into counseling practice, especially to help formulate counseling questions creatively. Class concluded with peers reflections, research evaluation, and dissemination of creative thinking skills inventory.

The 8th meeting, the students conducted counseling practice of reality using the confrontation techniques. Researchers began learning activities with a new definition invention of the humor technique. Students using new definition into counseling practice. Counseling practice concluded with peers reflections, research evaluation, as well as the encouragement to develop students' creative thinking skills in counseling practice.

The 9th meeting, researchers conducted an evaluation of the creative thinking skills of students in practice at the 8th meeting. At this meeting, students learned to define the verbal shock techniques with new definition. Students generated varied counseling questions based on new definitions found. Counseling practice concluded with peers reflections, research evaluation, as well as the encouragement to develop students' creative thinking skills in counseling practice.

The 10th meeting, researchers conducted an evaluation of counseling practice at the 9th meeting. At this meeting, three students simulated Reality counseling. Students skilled in raising questions that vary based on new definition possessed during counseling practice. Class concluded with researchers evaluation and creative thinking skills inventory deployment as a posttest.

Reflection was conducted at the end of the cycle. Reflection cycle I found the following: (1) time to convey the concept of counseling were too long, so the time to do counseling practice were reduced, (2) formation of parable dominated by researchers and students tend to be passive, (3) researchers analogy treasury were still low, (4) the development of creative thinking skills of students could not be known directly by the researchers. Reflection of the second cycle was found the following: (1) learning with synectic model on cycle II ran smoothly. The sixth step of synectic learning were done optimally, (2) the development of creative thinking skills of students was done thoroughly. Completeness could be seen from the number of new definitions were raised, especially when counseling practice were conducted, (3) peers reflection activity had been conducted by students at the end of the counseling practice well.

Based on the process cycle I and II research found the following: (1) creative thinking skills of students had increased by synectic learning could be seen from the pretest and posttest scores of each cycles. In the first cycle known that students creative thinking skills score was 9% in the category 'low', 59% category 'medium', and 32% category of' high '. While scores of creative thinking skills of students in the second cycle, 23% category of 'medium' and 77% category of 'high', (2) students were weeks enthusiastic to find parables, (3) synectic learning model with a six-step ran smoothly. Problems were found at the stage of solid conflict, (4) students enthusiastic to immediately conduct counseling practice and reflection together with peers. Here is a picture graph of creative thinking skills of students based on the results of pretest and posttest in two cycles.
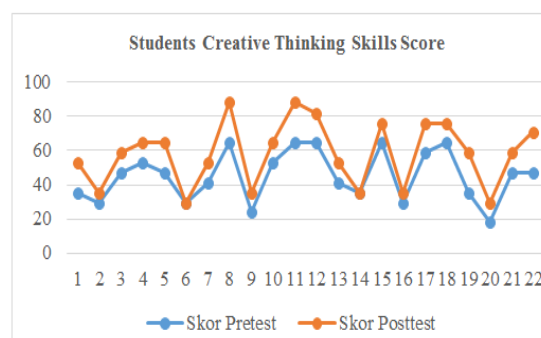
Figure 1. Pretest and Posttest Scores First Cycle

Based on the graph above, it can be seen that the learning cycle I, the average students pretest score was 7.68 (45.17%) and posttest score was 9.95 (58.58%). The results of the pretest and posttest was found that creative thinking skills of students increased by 13.41%. In other words, creative thinking skills of students in the first cycle in the category "sufficient".
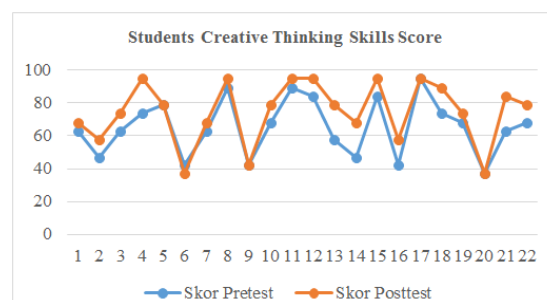
Figure 2. Pretest dan Posttest Score Second Cycle

The average students pretest score in the second cycle was 12.45 (65.53%) and students posttest scores at 14.18 (74.63%). Pretest and posttest results known that the change of percentage score by a margin of 9.1%. In other words, creative thinking skills of students in the second cycle, is in the "good" category.

Based on the three forms of skills in creative thinking, students have achieved mastery in synectic and analytical thinking skills. Practical skill only possessed by a few students. This action research gives varies results for the development of students creative thinking skills in both the learning and counseling practice.

The results of actions research strengthened from activities of counseling practice exam. Collecting data on the counseling practice exam obtained consistent results with the analysis as the result of pretest and posttest, and the analysis of the development of students creative thinking skills at every meeting as well. 5 students had been found who do not have the skills to think creatively and 17 students who already have the skills of creative thinking in the counseling practice.

The success of learning is influenced by several factors, so the success of this action research synectic models. A number of factors play a role in the success of which is the activity of students as one of the keys to success in learning synectic. Walker (2009) states that synectic learning process based on the student's imagination. Students imagination used to see the natural phenomenon from a different angle. Finding Tsai (2012) also mentioned that imagination becomes the means to do creative activities.

Synectic learning model has six interrelated phases. The linkage of each phase helps students to transfer parable descriptions into theoretical concepts learned. Eragamreddy (2013) mentions that the ideas derived from synectic activities in one context will be transferred to other contexts to find relationship, understanding, views or fresh perspective from the concepts learned.

Environment make students think creatively is something that must be done (Tsai, 2013). Lecturer designs learning situations that can encourage students to be active and think (Afshari and Ghaemi, 2014). Lecturer really focuses on students during the learning process (Forrester, 2008). Finding Tsai (2014); Meintjes and Grosser (2010) also illustrate that lecturer play an important

role in enhancing the creative thinking skills of students.

Giving motivation to students to develop creative thinking skills in understanding the concept and counseling practice needs to be conducted at each meeting. Fatemipour and Kordnaeej (2014) states that educators should encourage learners during the learning process. Patience is one of the factors in the synectic learning. Lecturer really guide and direct students to explore creative ideas.

Synectic learning provides facilities for students to learn on their own way. Students apply knowledge, especially knowledge in daily life into the material being studied (Yousefi, 2014). Walker (2009) states that the synectic model invites students to see nature, objects, the process of formation of an event or activity into parables in understanding the concepts being studied. Walker (2009); Vani M (2012) found that the synectic model helps students to think freely and creatively. Further, Mustami'sfindings (2007) explains that the synectic model can influence the creative thinking skills of learners.

CONCLUSION

Synectic model application in counseling learning helps students to improve their creative thinking skills in the learning and counseling practice. This action research shows that creative thinking skills that students achieved is synthetic and analytic skills. Only a few students acquired achievement of the practical skills. Successful or not, this practice of creative thinking skills cannot be separated from the influence of external factors both lecturers and students of the prospective counselor.

The results of this study are not only used as a reference for the lecturer of learning counseling course, but also for other lecturers of other subjects in the Department of Guidance and Counseling. Synectic learning is a media to conduct active learning. Lecturer becomes facilitators for students to directly involved in the learning process. The involvement of students in the learning process can be a contributing factor to the achievement of competence of graduates, one of them is creative thinking skills.

The results of this study can be a reference for further research. Further researchers can improve learning action, particularly on the achievement of students

practical thinking skills. Researchers conduct innovation in learning to stimulate the emergence of third students thinking skills at the maximum level. Researchers can make the results of this study as the development of research activities by applying the synectic learning model in other academic subjects and comparing the effectiveness of synectic model with experiential learning models for the development of creative thinking skills prospective counselors.

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DEVELOPING THE CAPABILITIES OF THE LOGIC OF INQUIRY STUDENT TEACHERS IN THE FIELD OF RESEARCH THROUGH THE INTEGRATED LEARNING MODEL OF SHARED BASED GALLERY PROJECT

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ABSTRACT

This study aimed to test the significance of integrated learning model of shared-based gallery project (ILS-based GP) in developing the capabilities of the logic of inquiry student teachers in the field of research. The design of the study is a quasi experimental. The research sample consisted of 339 students teachers by taken assignment random sampling. The experimental data were collected by the objective and subjective tests and analyzed by t-test. The results showed that the integrated learning model of shared-based gallery project (ILS-based GP) is more effective in developing the capabilities of the logic of inquiry student teachers in the field of research rather than conventional learning model which has been carried out.

Keywords: *integrated learning, shared model based gallery project, the logic of inquiry capabilities, student teachers*

The logic of inquiry capabilities student teachers in the field of research is still low (Mukhadis and Ulfatin, 2014a; 2014b; and 2015; FGD UM, 2013). It is characterized by lack mastery of the logically certain and empirically accurate in the field of research. Capability of the logic of inquiry and empirical testing as a prerequisite reach meaningful understanding in the field of research (Soewardi, 2000). Representation of the logic of inquiry which covers the identification of the problem, determine the theoretical framework, and the formulation of a hypothesis as hierakhis procedure. While empirical testing is a representation operationalization of research variables, instrument development, data collect-ion and analysis, hypothesis testing and interpretation of research results. Representation of empirically accurate capabilities of students in the field of research requires thoroughness significantly mastery the logic of inquiry. Even the relationship between the two according to Cheetham and Chivers (in Le Deist and Winterton, 2005); and Posner & Keele (in Westera, 2001), it is hierarchical between the know-that and the know-how knowledge. As for Wang, (2007) calls their relationship more as a prerequisite relationships. This means that before teahers students can master the significantly of the empirically accurate in the field of research should be thoroughly mastered of the logically certain.

Based on empirical data and opinions on the above, it is necessary learning alernatif able to develop the capabilities of the logic of inquiry significantly for student teachers. The results of theoretical and empirical studies on relevance alternative learning, namely integrated learning model of shared-based gallery project (ILS-based GP). This alternative is based on theoretical and empirical support. The theoretical grounding is used, among others: content treatment interactions (CTI) and apptitude treatment interaction (ATI) approaches (Jonassen, 1982); development of neuroscience, particularly cognitive neuroscience (Pasiak, 2006; Jensen, 2007; and Bradberry and Greaves, 2007); teaching strategies (Regeluth & Merill, 1984); integrated thematic interaction, ITI (Kovalik, 1994); and integrated curricula (Fogarty, 1993). The foundation of empirical research used Cooper, Orrel, and Bowden (2010); Emslie (2012); Bellanca, Chapman, and Swartz (1997); Johnson and Johnson (2002); Arends (2004); Yuliati (2007); Fajar (2005) and Fogarty (1993), which concluded that the work integrated learning (WIL) is superior model than of learning separated model in increasing mastery academic, skills, and the appaeling of the student. In addition, Mukhadis and Ulfatin (2014b), concluded that the integrated learning model in higher education is more effective in improving the

quality of learning outcomes and the appaeling of the research methodology.

The alternative learning model strength lies in the arrangement of the contents mode, learning mode and learning syntax. First, the mode of arrangement of the essential contents of overlapping between concepts, principles and procedures performed with a shared model of which is based on the theory of CTI (Jonassen, 1982; Fogarty, 1993; Fogerty, 1997). Second, the learning mode in the form of gallery project been based on the theory of ATI (Jonassen, 1982). Integrated learning model of shared-based gallery project is a synergy paradigm of thinking CTI and ATI. Third, learning more nuanced syntax students centered oriented, and puts the class as learning centers (Koehler et al. 2011; Silberman, 1996; Joyce & Weil, 1982; Abduhzen, 2013).

METHOD

Efforts to produce a prototype integrated learning model of shared-based gallery project following the modification of the developed procedure by Borg and Gall (1992); Gall, Gall, & Borg (2003); Richey and Klein (2007); and Mukhadis & Ulfatin (2013). Experimental with pretest-posttest control group design to test alternative learning model of excellence in developing the capabilities of the logic of inquiry student teachers in the field of research. These samples included 339 students (departement of mathematics, engineering, accounting, indonesian language education and education administration) established by assignment random sampling of public and private education and`traning institutions (LPTK). Data were collected by objective and subjective test and the validity and reliability of the test = 0.52, and = 0.426. Data were analyzed by t-test.

FINDING AND DISCUSSION
Entry Behavior Capability of the Logic of Inquiry Student Teachers

Entry behavior's students test in the capability of the logic of inquiry in the field of research to confirm the presence of this variable, not contaminate the dependent variables were observed. Controlling the entry behavior capabilities of the logic of inquiry in the field of research were conducted by the t-test (Siegel, 1956). Results of capabilities different test of the logic of inquiry in the field of research

between the experimental and the control group in the whole sample.

Based on the difference significance test of entry behavior capabilities of the logic of inquiry between experimental and control group there was no difference. Thus for data analysis to test the significance of differences in the students capabilities of the logic of inquiry in the field of research in the form of combined results of the objective and the subjective tests.

Capability of the Logic of inquiry in the field of research Student Teachers

Before testing the significance of differences between the experimental group and the control group, the requirements test for normality and homogeneity of data. Test of the significance of difference capabilities development the logic of inquiry student teachers in the field of research between the experimental and control groups based on the mean score of the combined objective and subjective test by t-test. The data shows the t-test = 3.562, with significance = 0.000> 0.05. These results can be interpreted that there is a difference between test scores (a combination of objective and subjective test) between the experimental and the control group. That is, the development of the logic of inquiry capabilities student teachers in the field of research is more effective the integrated learning model of shared-based gallery project (ILS based GP).

Interpretation of these results can be explained by two main mindset, the mindset of learning model, and the characteristics of the field of learning. First, the mindset of the integrated learning model of shared-based gallery project (ILS based GP) based on the synergy of the theory of content organizing (CTI) and individual differences (ATI) on Jonassen (1982). Organizing of the content esensial that is overlapping, and mode of learning (Bloom in the Keefe, 1987; and Sugden, 1989) which is based on individual differences. By learning to accommodate the arrangement of content and diversity learning mode, has a synergistic effect to (1) a holistic, student-oriented, process-oriented, learning experiences meaningful, authentic and active learning, and evaluation of processes and products (Fogarty, 1993; Kumar, et al., 2008); (2) maximize the use of the learning resources, by design and by utilizations learning resource; (3) improving the understanding and meaningful experience for students (Joni, 1996; Silberman, 1996);

(3) to facilitate the development of the mindset of how to solve the problem is not the mindset of how create the new problem (Nuh, 2014). In addition, with a variety of modes and ways of learning setrategi according Kasali (2012) can be changed the culture of the generation of lazy thinking of being able and accustomed to reasoning, and put 'class as learning centers'. The theoretical and empirical support of this model in improving the meaningfulness of learning in line with the results of studies by Cooper, Orrel, and Bowden (2010); Van Rooijen (2012); Arends (2004); Fajar (2005); Bellanca, Chapman, and Swartz (1997); Johnson and Johnson (2002); Mukhadis & Ulfatin, (2015).

Second, the mindset characteristic of learning, the research methodology courses that especially purpose to facilitate the development of the logic of inquiry student teachers (UM Rector Regulations, No. 17/2014). The logic of inquiry student teachers represents a rational way of thinking-theoretic logical and reasonable, reinforced with logical thinking based on empirical observations. Capability of the logic of inquiry student teachers, specialized in the field of research according to Hanafin (2014); and Soewardi (2000), a requirement in building logic is mathematical certainty. While empirically accurate is a requirement in establishing the accuracy observations and measurements accurately. Both characteristics are required this is the basis for making the justification of correspondence between the conceptual's world and the world of empirical (Balian in Salladien, 1997). The logic of inquiry in the context of procurement in the field of research methodology the stages in an effort to uncover the behavior of empirical, both in the universe as well as on human behavior in the world.

CONCLUSION

Based on the interpretation and discussion of the data analysis results can be drawn the conclusion that the integrated learning model of shared-based gallery project (ILS based GP) more effevtive in developing the capabilities of the logic of inquiry student teachers in the field of research than convetional learning model which has been carried out. In recomendation, especially the lecturers in the research methodology course to try out and further develop of integrated learning model

of shared-based gallery project (ILS based GP) in improving the quality of process and learning outcomes in a sustainable manner. Primarily, in developing the capabilities of the logic of inquiry of student teachers in the field of research.

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IMAGES OF EDUCATIONAL IMPLEMENTATION AT VOCATIONAL HIGH SCHOOL (SMK) BASED ISLAMIC BOARDING SCHOOL IN TRENGGALEK

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ABSTRACT

Vocational school is one of education implementer which teaches special skill to students. Vocational school can be managed by either government or private party. Islamic boarding school is one of private foundations which often implement the management of Vocational High School (SMK). Vocational education program based Islamic boarding school has offered a various good program for the society. SMK based on Islamic boarding school will give collaboration between general vocational learning and religion learning. The general vocational learning is useful in forming the students hard skill while the religion learning is useful to give soft skill and to form the students' characteristic. It is no doubt that Islamic boarding school is one of community institutions which has big rule in forming the character of nation. Nowadays, the existence of SMK which is managed by the private foundation in Trenggalek has undergone many problems. It is affected for SMK based Islamic Boarding school. Therefore, it is use doing the study about the condition of education implementation in SMK based Islamic Boarding School which is seen from eight Education National Standards (SNP) in Indonesia. Those are discussed in this study. They are: Graduation Competency Standard, Standard of Content, Standard of Process, Teachers and Educational Personnel Standard, Facilities and Infrastructure Standard, Management Standard, Standard of Education Finance, Standard of Educational Assessment. Data resources from this study are the writer himself, three informants, and from various references. Data collection activity is done by a deep observation method and documentations. It is hoped that the study of implementation vocational school based Islamic Boarding School can give some benefits to complete some problem in management of private vocational school and SMK based Islamic Boarding School in Trenggalek and as the reference for development of vocational education in Indonesia.

Key Word: *images, vocational high school, islamic boarding school*

The needs of skilled labors and those who have well soft skill are needed to fulfill the demands in the industry world. Vocational High School is one of educational programme which releases the skilled labors in operator level. The implementation of Vocational High School can be implemented in an Islamic Boarding School environment. SMK which is under Islamic Boarding School is a formal education in which the students are able to get the facilities of learning general science.

Malik (2005) defined that an Islamic Boarding School is one a traditional Islamic Educational Institution to learn, understand, deepen, live and practice Islamic scienceby focusing on the importance of religiuos moral as daily guidance of behaviour. Education institution can be called as Islamic Boarding School if it has some elements. According to Masjkur (2007) there are five basic elements which is a system from Islamic Boarding School, those are : (1) Boarding School is as a dormitory for the students to gather and study under Kyai's guidance; (2) Mosque, it is an important element in the Islamic Boarding School, because it is the central of education implementation under Kyai's guidance; (3) Teaching classic books or Kitab Kuning. The classic books taught there generally can be classified to be eights. They are Nahwu and Sharaf, fiqh, ushul fiqh, Hadist, tafsir, tauhid, tasawuf and other branches, such as tarikh, balaghah etc; (4) Santri. Those are the students who seriously deepen to learn a religuos science (theology) there, they either stay there or go home after school time; (5) Kyai. Kyai is a leader of Islamic Boarding school who is a very essential element for it.

As developing era, Islamic Boarding School has to keep its existence by vtrious ways. The ways done by Islamic Boarding School in Trenggalek is by forming a Vocational High school (SMK) based Islamic Boarding School. It is a good idea. Because, it is not only to keep its existence but also to be able to add the students' skill there to be able to face the challenge of changing and development of era. According to Suharto (2015) Islamic Boarding School will be able to face the challenge of era because its existance in every changing of era can be proved.

Vocational High School (SMK) is one of forms of formal education unit which carries vocational educationin the secondary education level as an advance from Junir High School (SMP), MTs or other equal level. School in education level and kinds of vocation can be named Vocational High school (SMK) or Vocational Islamic School (MAK), or other equal level (UU Sisdiknas No. 20 Th. 2003). Then, the purpose of Vocatinal High Scool according to Undang-undang Nomor 20 tahun 2003is devided to be general and special purpose. The general purpose of Vocational High School are: (a) To increase the faith and devotion of the students onto the gods; (b) To develop the students' potential in order to be citizen whose character is good, healthy, educated, skilled, creative, independent, democratic, and responsible; (c) To develop the students potential in order to have nationality view, understand and appreciate the diversity of Indonesian culture; and (d) To develop the students' potential in order to concern with the living environment, actively maintain and conserve it, and also use the natural resources effectively and efficiently.

The special purpose of Vocational High School as follow: (a) To prepare the students in order to be productive human, be able to work alone, fill the job vacancy as the secondary level labors which is suitable with the competence in their choosen programme; (b) To prepare the students to choose their careers, be diligent and presistent in the competition, adabt in the work environment and develop professional attitude in the competence they are interested in; (c) To supply the students with the science, technology and art in order to develop themselves someday either independently or by higher education.; and (d) to supply the students with the competence which is suitable with the programme they choose.

In implementing Vocational High School, it cannot be separated with Peraturan Pemerintah Republik Indonesia Nomr 32 Tahun 2013 Pasal 2 Ayat 1 which manages National Education Standard, namely: (1) Content standard is a criteria of all materials competence level to reach graduation competence in certain level and kinds of education, which is writen in the criteria about graduation competence, study materials, subject competence and syllabus of learning; (2) Process standard is a criteria of learning implementation in an education to achieve the graduation competence standard;

(3) Graduation Competence standard (SKL) is a criteria of qualification of graduation competence including cognitive, affective and psikomor; (4) Teacher and Education Personnel standard is a criteria of pra position education and the appropriateness or mental, and also education in position. The teacher mustt have qualification of academic and competence as learning agent, healthy inside and outside, and also has competence to bring national education in reality. Academic qualification is a minimal education level which the teacher has to pass by being proven by a diplomaand/or a relevant certificate based on the used legislation; (5) Facilities and Infrastructures standard is a criteria of study room, sport place, worship place, library, laboratorium, workshop, play ground, recreation place and having recreation and other study sources whch are needed to support learning process including the use of information and communication technology; (6) Management standard is a criteria of Planning, implementing ad supervising education activity in the education unit, regency/city, province, or national in order to reach the efficience and effectiveness of education implementation; (7) Financial Standard is a criteria of the component and the amount educational operation cost during a year; (8) assessment Standard is a criteria of machanism, procedure, the students' instrument of learning outcome assessment. This assessment is based on the assessment principle, such as: valid, objective, integrated, opened, comprehensive and sustainable, systematic, referenced of criteria and accountable.

DISCUSSION
Analysing the implementation of Education National Standard in SMK based Islamic Boarding School

The implementation standard of vocation education done in one of SMK based Islamic Boarding School in Trenggalek can be described as follow: in the subject taught to SMK students has been suitable with standard, but there are some subjects or contents which becomes local content from that Islamic boarding school. The local content becomes additional value from education in SMK based on Islamic boarding school. Every material of local content is religion subject which will be able to add the students' comprehension in religion. Besides that, religion science (theology) becomes

local content as the framer of good character which every educational process wants to reach.

I terms of process standard, the implementation of learning has been well. The learning is implemented by orderly schedule based on the guide of learning implementation. Next, Graduation Competence Standard reached by SMK students based Islamic Boarding school is still low. It is caused by some aspects. One of the most influenced aspects in reaching SKL is the students' competence influenced by the social economy background.

In teachers and education personnel standard, there are still some problems. One of the most crucial problem is lack of teacher, espeially in C-grouped subject interest). It can be finished by assigning a general teacher who has technical capability and masters C-grouped subject (interest). Education personnel who works at SMK still needs to increase his competence.

About facilities and infrastructures in SMK based on Islamic Boarding School is generally already good. It is shown by being fulfiled learning activity i the classroom. But in increasing the students' competence i C-grouped subjects (interest), there are many facilities and infrastructures needs to be complete. Management Standard in SMK based on Islamic Boarding school is already well. It is supported by management which is centered in the foundation and directly supervised by the leader of foundation.

The finance of implementing education in SMK based on Islamic Boarding school is from the government assist, foundation, and the finance from the students. In the financial management, it is neede to be increased. There are many management units which is not maximal yet. The last standard which can be described from Boarding School is Assessment Standard. The assessment used in SMK is good. In implementing assessment, it has not used the good guidance yet, so that there are many things which shuld be prepared in assessment standard.

The Weakness and the Strengh of SMK based Islamic Boarding School

Reviewing the analysis from education standard, there are many weakness in SMK based Islamic Boarding School. On the other side, there are many strengh from it. According to Sulthon and Khusnuridlo (2006) there are some things which will be created from Islamic Boarding School

condition, namely: (a) There is a close relation among students and Kyai. Kyai pays attention very much to his students; (b) the students' obedience to Kyai . The students think that disobeying the Kyai is not only implite but it is also forbidden by religion; (c) economical and simple life is really shown in boarding school environment; (d) the independence is really felt in boarding school. The students wash their clothes , clean the bedroom, and cook by themselves; (e) mutual assistance and brotherhood situation color the socialisation in the boarding school; (f) discpline is wished to keep the discipline in boarding school by giving educative punishments; (g) the life in the high religius level, brave to suffer for reaching the purpose.

Those conditions are very good to form the high character of SMK graduation. The learning process of SMK based on Islamic boarding School will be very effective in forming the students' characters, because Islamic boarding School has moral value, religius things, togetherness etc (Suharto, 2015).

CONCLUSION

Vocational High School based on Islamic Boarding school will exist although it is colored by a various problems. It is needed the management of well problem solving to overcome the problem which appears from intern management of that SMK. Besides thet, education in SMK based on Boarding Islamic School is one of the answers about the character crisis which happens in Indonesia education.

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IMPRESSIONS OF STUDENT AND TEACHER IN BLENDED LEARNING

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ABSTRACT

Education as an important and integral part of the technology has contributed to the dynamics of learning as a tool of accommodating the needs of students who can be regarded as the digital generation. The using of blended learning is able to answer the challenges of today's digital era. The purpose of the analysis performed in this study is to identify the positive and negative impressions that faced by teachers and students in blended learning. This finding of the analysis revealed that teacher and student felt optimistic and had positive thoughts about blended learning. Furthermore, there were also some evidences that blended learning gave significant effect towards the performance of student achievement. The negative impressions that appeared were waste of time and lack of internet connection. The review also discovered the some recommendations to minimalize those issues.

Keywords: blended learning, teacher's impression,s student's impressions

Education as one important and inseparable part with technology plays a vital role in dynamics of current learning process. The correlation is described in an integration terms in the education system. Integration between technology and learning content is belief to be able to increase students' achievement (Hamilton, 2007). Further, integration of technology that is information and communication technology (ICT) playing the most vital role in increasing education quality through learning (Summak (2010); Shadreck (2015), to optimize 21st century skill gain which is known as 4C (critical thinking, communication, collaboration, and creativity). Those skills include: (1) collaboration and communication; (2) creativity and innovation; (3) critical thinking; and (4) digital society (Stubbs, 2011).

Successful integration of technology in education related to skills in the digital society becomes a critical issue. Advances in technology, especially Internet commonly triggers an increase in the use of media and interactive simulations in online learning (Kim & Bonk, 2006). Online learning is one form of integration of digital technologies in learning that enables students to familiarize themselves to study anywhere, anytime, and with anyone. The changes are becoming challenge for teachers to be able to accommodate the needs of students today and in the future in relation to the changing landscape of digital learning (Hardy & Jefferies, 2010). Turel (2014) suggests that

the underlying success of integrated technology teaching in elementary and secondary education is entirely in the hands of teachers.

In this regard, it is important to accommodate the needs of students in terms of future learning and coherence of the teacher as the main indicator of the successful integration of technology in learning. The solution is an alternative of the above challenges by implementing blended learning which combines online, offline, and face to face learning. Graham (2004) suggested that blended learning was once a blend of traditional face-to-face learning and distributed learning system (online). Blended learning is firstly triggered by the need of face to face learning not found in online learning. Blended learning does not eliminate the teacher face to face and not grounded in efforts to reduce costs as well as online learning (Means, et al, 2013).

The popularity of blended learning allows many studies which are conducted related to it in various fields of study, levels, and institutions. Some studies reveal the advantage of learning by using blended learning related to an increase in the achievement of learners (Kazu & Demirkol, 2014; Abdelrahem, 2014; Akgunduz & Akinoglu, 2016; Yaghmour, 2016). The implementation of blended learning in learning does not only cause a positive impression of the advantage gained because several studies have shown a negative tone in their implementation. This article aims at

reviewing the impression arising from learning blended learning in educational institutions both positive and negative. Specifically, a review of these studies is focused on the opinions of teachers and students in the implementation of the key factors related to blended learning.

Blended learning is itself is not a brandnew concept in the world of education. Many opinions reveal different definitions related to the term blended learning in terms of media, learning, or media (Driscoll, 2002). "Blended learning focuses on optimizing achievement of learning objectives by applying the" right "learning technologies to match the" right "personal learning style to transfer the" right "skills to the" right "person at the" right "time" (sighn & Reed, 2001). In such cases, the accuracy of all aspects of learning becomes central to the implementation of the blended learning. Furthermore, the term blended learning associated with the context of this article refers to the blending definition based on learning activities that include face to face learning, direct e-learning, and self-pace learning (Signh, 2003). Based on this, the definition of blended learning can be translated into learning that blends traditional face-to-face learning, online learning, and offline learning.

Dwiyogo (2014) revealed that the main goal of blended learning is giving students chance to learn independently, sustainably, resulting in learning that lasts a lifetime. Blended learning as the goal to achieve lasts a lifetime which is indicated as a learning which takes place continuously. Along with the more advancement of technology, the possibility of learning is more eliminating the 'wall' of school. Students can study anywhere, anytime, and from any source.

Blended learning is not only comes as an alternative learning. Sighn (2001) has revealed several advantages of blended learning they are to improve the effectiveness of learning, extend the range of learning, optimize yield, cost, and time in learning. This is certainly related to the needs and characteristics of learners who use blended learning. Therefore, Graham (2009) reveals the urgency to understand and comprehend blended learning that occurs at various levels, including institutional level, program level, subject level, and activity one.

METHOD

This study was conducted by a systematic review of 25 studies results related to blended learning impression especially students and teachers. An intensive search was conducted on the database of ERIC journal, Elsiever, and Google Scholar with categories of open access electronic journal. The time span in which the studies reviewed was publications from 2006 to 2016. The keywords used are related to "blended learning," "student" and "teacher," either in the title or keywords in the article. Several requirements to include article as part of the analysis, namely (1) the journal should be considered as a research involving participants so that research forms a meta-synthesis, meta-analysis and review of literature excluded, (2) the journal is presented in English, and (3) the journal contains the concept of blended learning.

FINDING AND DISCUSSION
Data Presentation

The final results obtained in this analysis are 25 articles from various journals. There are 3 articles derived from the database of Elsiever that included in Internet and Higher Education journal. There is only one article which selected from Google Scholar database that is journal entitled Educational Technology & Society. Through the database of ERIC, the journal found are: Journal of Open, Flexible, and Distance Learning 1 article, European Journal of Contemporary Education with 1 article, Canadian Journal of Higher Education (CJHE) with 1 article, Turkish Online Journal of Distance Education (TOJDE) with 2 articles, The International Review of Research in Open and Distance Learning (IRRODL) with 1 article, Acta Didactica Napocensia with 1 article, International Journal of Advancement in Education and Social Sciences (IJAESS) with 1 article, International Journal of Education and Development using Information and Communication Technology (IJEDICT) with 1 article, The Electronic Journal of e-Learning (EJEL) with 4 articles, Journal of International Education Research with 1 article, Universal Journal of Educational Research with 1 article, English Language Teaching with 3 articles, The Turkish Online Journal of Educational Technology (TOJET) with 1 article, Journal of Asynchronous Learning Networks with 1 article, and Research in Learning Technology

with 1 article. In summary, the summary of characteristics of the studies reviewed are presented in table.1

Table 1. summary of characteristics of the studies included in the review

Source	Country	Methodology	Participant	Institution	Database
Akkoyunlu Soylu (2008)	Turkey	Quantitative	Senior student (n=31)	University	Google Scholar
Alfahadi, Alsalhi & Alshammari (2015)	Saudi Arabia	Quantitative	Secondary school teacher (n=35)	University	ERIC
Al-Madani (2015)	Saudi Arabia	Quantitative	Fifth Grade Student (n=100)	Elementary School	ERIC
Banditvilai (2016)	Thailand	Quantitative	Undergraduate student (n=60)	University	ERIC
Benson, Anderson, & Ooms (2011)	United Kingdom	Qualitative	Educator (n=16)	University	ERIC
Černá (2009)	Czech Republic	Qualitative	Student (n=47) (36 students in June 2007 and 11 students in June 2008)	High School	ERIC
Challob, Bakar, & Latif (2016)	Malaysia	Qualitative	Student of 10th grade (n=12)	High School	ERIC
Chang, et al. (2014)	Taiwan	Quantitative	Student of 11th grade (n=65)	High Shool	ERIC
Chen & Yao (2016)	Malaysia	Quantitative	Undergraduate student (n=100)	University	ERIC
Dinning, et al. (2015)	United Kingdom	Quantitative & Qualitative	Student (n=134)	University	ERIC
Ekici, Kara, & Ekici (2012)	Turkey	Qualitative	Teacher candidates (n=57)	University	ERIC
Erdem & Kibar (2014)	Turkey	Quantitative & Qualitative	Undergraduate students (n=40)	University	ERIC
Francescucci & Foster (2013)	Canada	Quantitative	University student (n=80)	University	ERIC
Ginns & Ellis (2007)	Australia	Quantitative & Qualitative	Undergraduate student (n=127)	University	Elsiever
Gyamfi &Gyaase (2015)	Ghana	Quantitative & Qualitative	Student (n=75)	University	ERIC
Ja'ashan (2015)	Saudi Arabia	Quantitative	Undergraduate students (n=130)	University	ERIC
Kintu &Zhu (2016)	Uganda	Quantitative	Student (n=270)	University	ERIC
Lee & Bonk (2016)	South Korea	Quantitative	Undergraduate student (n=22)	University	Elsiever
Napier, Dekhane, & Smith (2011)	United Stade of America	Quantitative & Qualitative	Student and faculty staff (35 students in Fall 2008, 83 in Spring 2009, 43 in Fall 2009, and 28 in Spring 2010)	University	ERIC
Porter, Graham, Bodily, &Sandberg (2016)	United States of America	Qualitative	Faculty staff professors (survey n=214, semi structured interviews n=39)	University	Elsiever
Tshabalala, Ndereya, & Merwe (2014)	South Africa	Qualitative	Academic staff (n=25) Lecturer (n=16)	University	ERIC
Yalavaç & Samur (2016)	Turkey	Quantitative & Qualitative	Grade 6 student (n=91), grade 7 student (n=113), and teacher (n=21) (total n=225)	Secondary school	ERIC
Yapici & Akbayin (2012)	Turkey	Quantitative	Student (n=47)	High School	ERIC
Yasumoto (2014)	Australia	Qualitative	Student (n=50)	University	ERIC
Zaka (2013)	New Zealand	Qualitative	CantaNet e-principal (n=1), school principal (n=1), teacher (n=6), and students (n=6) (n=14)	Secondary School	ERIC

Based on Table 1, data showed that there is a research setting, in this case the country of origin research both developed and developing countries, among others are in Australia, Canada, Cezh Republic, Ghana, Malaysia, New Zealand, Saudi Arabia, South Africa, South Korea, Taiwan, Thailand, Turkey, Uganda, United Kingdom, and USA. A total of five studies (20%) was conducted in Turkey, 3 studies in Saudi Arabia (12%). The research conducted in Australia, Malaysia, United Kingdom, and the United States was respectively 2 studies (8%). Based on educational institutions, from table of data obtained a total of 18 studies (72%) at university level, followed by four studies (16%) performed at the high school level, two studies in junior high school, and only 1 study at primary school level. The range of participants totaling at least 12 participants from the high school level with qualitative research conducted by Challob, Fuel, & Latif (2016). The highest number of participants is contained in a quantitative study by Kintu and Zhu (2016) by the number of study participants as many as 270 people.

Positive impression of student on blended learning

In general, the results of study reveal some things that fall into category of a positive impression of students blended learning. First is the increased flexibility for students to learn. The use of blended learning provides a positive impression as learning becomes more flexible for students (Zaka, 2013; Yapici & Akbayin, 2012; Akkoyunlu, Meryem, & Soyl 2011; Erdem & Kibar, 2014 Napier, Dekhane, & Smith, 2011; Challob, fuel, & Latif, 2016). Furthermore, Zaka (2013), Yapici & Akbayin (2012) reported that students can have more flexibility in choosing desired learning in accordance with their abilities and interests. The use of simple, flexible time and place became an important point related to flexibility in learning (Chen & Yao, 2016; Challob, Fuel, & Latif, 2016; Erdem & Kibar, 2014).

Secondly, it might increase opportunities for students in independent study (Zaka, 2013; Chang, et al., 2014; Yapici & Akbayin, 2012; Gyamfi & Gyaase, 2015; Banditvilai, 2016; Ja'ashan, 2015; Napier, Dekhane, & Smith, 2011 ;). Students can make review of learning repeatedly (Chang, et al., 2014), students have the opportunity to revise the tasks anytime and anywhere, the availability of quizzes in

blended learning online program, as well as the materials provided in online learning makes students feel better prepared for learning and increasing independence in learning (Yapici & Akbayin, 2012). Data revealed by Gyamfi & Gyaase (2015) showed that students are constantly logging in and checking tasks which are provided on web. Ja'ashan (2015) revealed that blended leaning improve student's responsibility for themself in learning.

Third, it improves performance and achievement of student (Al-Madani, 2015; Banditvilai, 2016; Challob, Fuel, & Latif, 2016; Dinning, et al., 2015; Francescucci & Foster; 2013; Gyamfi & Gyaase; 2015; Ja'ashan, 2015; Yalavaç & Samur, 2016; Yapici & Akbayin; 2012). Such capabilities can increase along with the increase of competence and cognitive skills of students as stated by Chang, et al. (2014), and also may increase ICT literacy of students as stated by Zaka (2013).

Fourth, blended learning is able to motivate students in learning (Zaka, 2013; Dinning, et al., 2015; Francescucci & Foster, 2013; Yapici & Akbayin, 2012; Černá, 2009; Yasumoto, 2014; Banditvilai, 2016;). Further, Francescucci & Foster (2013) revealed data that the interest and attention of students towards learning increases with the use of blended learning. Yapici & Akbayin (2012) also revealed that with the support of online learning with interesting web is able to motivate students. It is also because students are getting new information (Černá, 2009). Kintu and Zhu (2016) also revealed that students are happy to post something and tasks in Moodle.

Fifth, by using blended learning, students feel an increase of peer relationship (Zaka, 2013; Yalavaç & Samur, 2016; Chang, et al., 2014; Černá, 2009; Gyamfi & Gyaase, 2015; Ja'ashan; 2015; Napier, Dekhane , & Smith, 2011; Challob, Fuel, & Latif, 2016; Lee & Bonk, 2016). Furthermore, Chang, et al. (2014) stated that by using blended learning, it is easier for students to discuss learning materials. Gyamfi & Gyaase (2015) and Napier, Dekhane, & Smith (2011) also discloses data on relationship that between students and instructors also increases in the online session.

Negative impression of student on blended learning

In addition to their positive impressions, negative impression also come from students related to learning by using blended learning. Negative impression apparently coming first is an existence of technical constraints related to availability of internet (Zaka, 2013; Yalavaç & Samur, 2016; Yapici & Akbayin, 2012; Gyamfi & Gyaase, 2015). Technical obstacles in the form of full server or server to be down (Gyamfi & Gyaase, 2015), which result in slow data download or play online video (Yapici & Akbayin, 2012).

Secondly, unpreparedness of students in facing learning by using blended learning (Zaka, 2013; Yalavaç & Samur, 2016; Francescucci & Foster, 2013, Dinning, et al., 2015). Furthermore, Francescucci & Foster (2013) found that students find it difficult to respond and participate since they face something new. Dinning, et al. (2015) also found that students feel less confident in their ability of ITC. Furthermore, Yapici & Akbayin (2012) also found disapproval of parents when their children spend their time on internet too often.

The third is the lack of interaction in blended learning (Yalavaç & Samur, 2016; Ja'ashan, 2015). Students tend to be more resilient in making up their opinion of high demand for face to face with a teacher rather than through via Internet. Ja'ashan (2015) found that students tend to feel isolated due to increasing intensity of online interaction. The lack of interaction causes reduction of feedback given to students (Yalavaç & Samur, 2016). Furthermore, the students feel that face to face interaction is more saving time than through online e.g via email (Ja'ashan, 2015).

Fourth, it is found a saturation in implementing learning by using blended learning (Yapici & Akbayin, 2012; Napier, Dekhane, & Smith, 2011;). Students feel bored reading via computer and also felt that quiz content is not in accordance with their interests (Yapici & Akbayin, 2012; Napier, Dekhane, & Smith, 2011).

Positive impression of teacher on blended learning

Based on data obtained from the study of related research results of teachers' impression on blended learning, several findings were found. First, it might improve performance of teachers (Ekici, Kara, and Ekici, 2012; Yalavaç & Samur, 2016; Napier, Dekhane, & Smith, 2011; Benson, Anderson,

& Ooms, 2011). Generally, teachers receive a blended learning as a variation in their learning (Yalavaç & Samur, 2016; Alfahadi, Alsalhi & Alshammari, 2015; Benson, Anderson, & Ooms, 2011;). Moreover, according to Napier, Dekhane, & Smith (2011) blended learning may help to increase innovation in mindset of educators.

Secondly, it is able to improve communication between teachers and students (Yalavaç & Samur, 2016; Alfahadi, Alsalhi & Alshammari, 2015). Furthermore, as reported by Alfahadi, Alsalhi & Alshammari (2015), teachers expressed that blended learning provides an opportunity for students particularly for those who are shy to be able to express their opinions in written form that helps teachers understand their students desire.

Third, it is related to flexibility of learning by using blended learning (Alfahadi, Alsalhi & Alshammari, 2015; Ekici, Kara, and Ekici, 2012; Benson, Anderson, & Ooms, 2011; Tshabalala, Ndereya, & Merwe, 2014). Flexibility of increasing the efficiency and effectiveness of learning is done with ease of access and evaluate learning easily (Ekici, Kara, and Ekici, 2012). Moreover, for a large class, the use of blended learning, enables teachers to access their students (Benson, Anderson, & Ooms, 2011).

Negative impression of teacher on blended learning

In general, implementation of blended learning in learning for teachers does not necessarily give a positive impression overall. There are several things that are categorized as a negative impression of teachers on learning by using blended learning. First, the constraints related to technical matters which become necessary in case a problem is found (Yalavaç & Samur, 2016; Benson, Anderson, & Ooms, 2011; Porter, Graham, Bodily, & Sandberg, 2016). In addition to internet and servers, Benson, Anderson, & Ooms (2011) revealed that the lack of a proper source also might be technical problems in implementing blended learning.

Secondly, teachers are not prepared and have not been accustomed to new things, particularly the implementation of blended learning (Yalavaç & Samur, 2016; Zaka, 2013; Ekici, Kara, and Ekici, 2012). Reluctance to use blended learning is due to lack of mastery of information and communication technology of a teacher

(Zaka, 2013). Furthermore, Ekici, Kara, and Ekici (2012) also stated that the teacher is in doubt about changes of ideas and attitudes related to blended learning.

Third, teachers feel that using blended learning weakens the direct interaction to students by which might result poor manners of learning on Internet (Yalavaç & Samur, 2016; Benson, Anderson, & Ooms, 2011; Porter, Graham, Bodily, & Sandberg, 2016) , Benson, Anderson, & Ooms (2011) also states that there are many teachers who wanted more time to be spent in face to face learning.

Fourth, the negative impression arising related to the time due to the preparation needed in designing learning for blended learning is longer and more difficult (Yalavaç & Samur, 2016; Napier, Dekhane, & Smith, 2011; Benson, Anderson, & Ooms, 2011) , In addition, teachers feel their problems related to providing feedback for students, especially in a group of individuals with a large number of students (Yalavaç & Samur, 2016).

FINDING AND DISCUSSION

In general, the implementation of learning by using blended learning raises impression of students and teachers on both negative and positive one. The objective of this study is to describe their impressions of teachers and students on both positive and negative towards blended learning. a positive impression obtained related to student learning by using blended learning that it is becoming more flexible learning, more independent learning, increasing performance and student achievement, learning becomes more motivating, as well as increasing in peer relationship. Flexibility became one deciding factor in the current study. An element of flexibility that is designed with the involvement of technology supporting access to students and teachers was seen as a major advantage (Creanor & Trinder, 2010). Students can freely, whenever, and wherever access learning resources or their tasks. Dwiyogo (2014) revealed that the main goal of blended learning is that it can provide an opportunity for learners based on their characteristics to be able to access sustainable and lifelong learning so that learning becomes interesting. With increased flexibility, students can be motivated to learn independently in favor of increasing achievement performance and learning outcomes of student.

Positive impression which was described previously is associated with the increase of peer relationships. Yalavaç & Samur (2016) also mention that the probable reasons that make students interested in is that they can communicate with their friends during online learning. Direct interaction sometimes only be mastered by students who are confident or dominating. Blended learning provides an opportunity for students who are shy to discuss face to face (Alfahadi, Alsalhi & Alshammari, 2015), although in a study conducted by Lee and Bonk (2016) it showed that the interaction of peers also depends on quantity and quality performed in their online interaction , This indicates that it is important to provide opportunities for every student to interact positively whether they are positive, they are considered as shy or confident in terms of personal point of view.

Not entirely the students expressed a favorable impression of blended learning. In general, negative impression of students on blended learning is related to technical constraints, unpreparedness students face new thing, the perceived lack of interaction, and their saturation in learning. Technical constraints generally is associated with weakness of internet server or even unavailability of internet at home. Yapici & Akbayin (2012) and Banditvilai (2016) put forward recommendations related to problems in technical terms, namely the importance of affordable Internet access for students and increase the server.

Although in general the students were interested in blended learning, some students just feel more comfortable to keep maintaining a traditional face to face teaching since it is good because students feel less confident, not prepared, or also feel more comfortable interacting directly rather than through online interaction. Creanor & Trinder (2010) revealed that behind the students' self-confidence, a digital literacy good ability is required. In addition, it is important for teachers to maintain or improve the students' motivation by incorporating attractive content in accordance with the needs and interests of students (Yapici & Akbayin, 2012).

As an integral part of learning, teacher plays an important role in blended learning. Based on research studies conducted, teachers also expressed positive or negative impression on blended learning. Positive impression of teachers in general is associated with teacher professional aspects ranging from improving teacher performance, improve communication between teachers and students, and improving the efficiency and effectiveness of learning for blended learning degree of flexibility which is high. Napier, Dekhane, & Smith (2011) revealed that blended learning help to increase innovation in mindset of educators. Based on that, as a teacher, innovation and creativity need to be maintained to keep the attention of students during learning process.

A positive impression of implementation of blended learning does not just eliminate the reluctance of teachers in implementing the blended learning. The negative impression of blended learning, among others, the emergence of issues related to technical obstacles encountered, the unpreparedness of teachers towards blended learning because of poor IT governance. Ditigal mastery of literacy by teacher becomes a fundamental thing. There are two fundamental strategies in professional development related to technical issues that a recommendation by Summey (2013) that is related to skills training that trains operate technology, both hardware or software or training is focused on strategies related to the use of technology as a tool for learning. Other constraints is related to learning content preparation or evaluation that teachers felt very time-consuming and hard. Although studies conducted by Benson, Anderson, & Ooms (2011) reveals the ease of access of teachers to students, some studies actually show that it took a lot of time is also difficult to provide feedback one by one towards the students as reported Yalavaç & Samur (2016).

CONCLUSION

Findings of 25 studies were analyzed, namely that there are positive and negative impressions found from teachers and students related to blended learning. a positive impression of students and teachers obtained in general shows that it may improve performance, increase motivation and interaction, one of which is associated with aspects of blended learning flexibility. Negative impression arising both from teachers and students are generally associated with technical constraints such as limited access to the internet, server downtime, etc.. In addition to their terms, the problem of unpreparedness and lack of confidence both from students and teachers produce a

negative image. The importance of mastering digital literacy is one factor determining convenience of learning using a blended learning. It is recommended that the facility and infrastructure of technical aspects such as enhancing infrastructure adequate internet at the institutions. In addition, training for students and teachers to improve ITC mastery is highly required, especially for teachers as the main designer of blended learning.

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PARENTS AND SCHOOLS PARTNERSHIP
FOR QUALITY EDUCATION
(CASE STUDY ON EXCELLENT SCHOOLS IN MALANG)

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ABSTRACT

This study aimed to describe (1) the form of a partnership of parents and schools, and (2) the strategy of building partnerships with parents. This research uses a qualitative research approach fenomenology. The design of the study using a case study on elementary excellent school in Malang, East Java, Indonesia. Data collected indeph interviews, observation, and documentation related to the theme of this study. Data analysis using descriptive analysis. The results of this study indicate that: (1) a partnership of parents and schools, including (a) a parent education, (b) voluntary activities, (c) a professional model, and (d) the model of kinship; and (2) the strategy of building partnerships with parents, include (a) strengthening the two-way communication, (b) the strengthening of associations of parents through community classes, (c) provision of the priority programs of the school, and (d) the creation of a positive school climate.

Keywords: forms partnerships, and strategies to build partnerships

The formulation of educational quality are dynamic and can be studied from various viewpoints. The quality of education should be pursued to achieve progress based on the planned change (Sagala, 2009). The Rugaiyah (2012, *p.*454) states "quality education is education that can give satisfaction even beyond the wants and needs of education stakeholders". Meanwhile Unesco (2005) explains that the quality of education is a dynamic concept that changes and evolves over time and changes in the context of social, economic and environmental problems in the place in question.

Quality education born from excellent school, the school has a good planning system, materials and systems of good governance, and delivered by a good teacher with a quality education component as well (Mulyasa, 2011). It is well known that, nationwide, quality education is still a crucial issue in this country. The problem of education quality is still a major problem. Quality improvement that almost every minister to be a program that sits on the Ministry of Education and Culture, but until now has not been completed. The quality of education has not been lifted and sat together with other countries, most improperly in Southeast Asia or Asia (Soetopo, 2012 *p.*3). Various efforts have been and are being made by the government, one of them with a government regulation (PP) No. 19 of 2005 jo Government Regulation No. 32 Year 2013 on National Education Standards, includes: (1) The standard of content; (2) the standard process; (3) competency standards; (4) The standard of teachers and education personnel; (5) the

standard of facilities and infrastructure; (6) management standards; (7) the standard of financing; and (8) the assessment standards of education. Through this regulation seeks government is hard to achieve quality education.

Conditions such as these have been anticipated by the various authorities so that the quality of education is ensured either scale local, national, and global. This is evidenced by the issuance of the Law of the Republic of Indonesia Number 23 Year 2004 on Regional Government, the authority in the management of basic education the greater given to the district/city governments, educational unit level, as well as the community that includes planning, implementation, monitoring and evaluation of education units (Sonhadji, 2013). Furthermore Imron& Sumarsono (2013, *p.*18) states, "one of the essences of regulation on decentralization and local autonomy in education is empowerment, opportunity, and freedom of comprehensive, real, and responsible to regions and communities to regulate and organize the affairs of compulsory education ". For all of the necessary effective school management.

School quality, in this case the elementary school (SD), is a school that is able functioning of all components of the school effectively and efficiently in order to create a conducive learning so that the goal of education achieved. Elementary school education is the foundation or the major foundations that need attention in earnest, it means to get quality higher education, must begin with the creation and establishment of SD quality. This is in accordance with the views expressed by Tilaar (2000: 17), that "quality basic education schools will be the formation of a further education (junior high, high school and college) solid and quality.

It is well known that, nationwide, quality education is still a crucial issue in this country. The problem of education quality is still a major problem. Quality improvement that almost every minister to be a program that sits on the Ministry of Education and Culture, but until now has not been completed. The quality of education has not been lifted and sat together with other countries, most improperly in Southeast Asia or Asia (Soetopo, 2012, *p.* 3).

The problems and challenges of the quality of education to show how education management require handling seriusa patterns as well as a systematic and thorough conditioning. Whereas the condition of education governance is currently inconclusive, and requires hard work to get out of the handling problems that exist (Soetopo, 2012, *p.* 3).

To realize quality school, there needs to be a synergy between the school and parents. Schools can not stand alone in meberikan all the needs and development of students, therefore, meaningful involvement of parents is always necessary. Partnership schools and parents in creating a quality school to be increased again. The quality of education will not work optimally, without any support from the public (in this case the parents of learners). In the Law of the Republic of Indonesia Number 20 Year 2003 on National Education System mentioned some roles that can be done by the community in education, which is regulated in Article 54 Paragraph (1) and (2), which reads:

(1) The role of the community in education includes the participation of individuals, groups, families, professional organizations, employers, and community organizations in the administration and control of the quality of education services.

(2) The public may participate as resource persons, implementers, and users of educational outcomes.

School as an institution where seeding science organized formally, very important role in improving the quality and identity of a person, to change the background of a person for the better, a good school is not only to change his protegebeing personally educated but also helped change the environmental community become better. Creating a quality school is a process that requires strong commitment and cooperation of all stakeholders of the school (Rugaiyah, 2012, *p.*455). The cooperation between the school and parents harmonious school will bring towards the achievement of quality.

Schools and parents have a very close relationship in the school or educational goals effectively and efficiently. Furthermore, they should also support the achievement of goals or meet the needs of older people, especially the needs of their children's education. Wiyono (2010, *p.*1) explains that "the process of education in schools, will be managed optimally, when supported by several parties, both the resources coming from the school, parents, and the community".

Therefore, the school is obliged to give an explanation of the objectives, programs, needs, and circumstances of schools to parents. Instead, they should also know clearly what yangh be the needs, hopes, aspirations and demands of parents, especially to schools. They (the parents) are given the opportunity to participate in school programs for the achievement of the vision and mission. Therefore, schools not only educate students, but also parents as family members of the school were important and included (Alwasilah, 2011). In other words, between the school and parents should be fostered and developed a harmonious relationship.

Wiyono (2010,*p.* 1) argues, "the school will not be able to optimally organize education, if they do not get support from parents and the community". With the establishment of a harmonious relationship between the school and parents, the participation or involvement of parents in bringing about the quality of education will be realized. Wolf research results (in the Ministry of National Education, 2007, *p.* 7) asserts that "there is a very significant correlation (0.80) between the family environment and the learning achievement of children". Speaking about the relationship between parental involvement and student achievement in schools Herman &Yeh (1983) states that there is a positive relationship between student achievement and satisfaction of parents to the school. This indicates that a partnership between families (parents) are significant factors in achieving the quality of schools.

Results of research Hewison&Tizard (1980) showed "the existence of a relationship between the involvement of parents of students with the achievements of the students in the school reading". Other findings from Preedy (1993) points out that "the involvement of parents in school activities positively affects students' learning progress and development". This indicates that the achievement of academic and non-academic will increase when there is participation from parents. Therefore, mobilization or empowering partnerships with parents of students are expected to synergistically lead to the goal of improving the quality of education.

SD NegeriKauman 1 Malang is one of the excellent schools in Malang which has many achievements both academic, non-academic

achievements of teachers, principals, and the only SD Negeri Referral in Malang that some time ago (in October 2016) successfully crowned as the winner of the 2nd in the event the Contest Quality Culture (LBM) Primary Schools National level for Category SDN Referrals. SD's success is certainly not independent of the existence of a partnership between parents and schools. Based on the exposure, researchers interested in conducting further study on the partnership of schools and parents in achieving quality education in primary schools Kauman 1 Malang.

METHOD

This study used a qualitative approach with descriptive research design case studies. Based on the design of the research, the researcher's presence is necessary because the researcher acts as a key instrument in exploring in depth information and detail.

This research was conducted in Kauman SD Negeri 1 Malang. Sources of data in this research using primary and secondary data. The primary data obtained through interviews with school principals, teachers, parents, administrators of the school committee, parents and community officials. While the secondary data obtained through documentation study and observation which is then analyzed and used as supporting evidence.

The procedure of collecting data in this study using three techniques are in-depth interviews, observation and documentation. Meanwhile, to analyze the data using three phases: reduction, presentation (display), and verification (inference) data. These stages are used to select and filter the information in accordance with the focus of research so that it can be concluded in accordance with the information obtained. Checking the data necessary to ensure the correctness of the information obtained by researchers. Checking the validity of research data includes three activities, namely, the extension of participation, triangulation, and perseverance observation.

RESULT AND DISCUSSION

Partnership looked all parties having an interest in the school is a party that can be utilized and able to assist the school in order to improve the quality of education. Based on the analysis of data obtained the following results.

Model Partnership of Parents and Schools

There are various models of partnership between parents and schools in achieving quality education, namely:

a. Education Parents

These partnerships are essentially want to assist parents in building awareness of the education of children, including by developing a learning environment at home that is conducive (safe, comfortable and fun); assist or accompany children while studying at home; gain a correct understanding of the child's condition and the efforts to do; enhance the positive role and responsibilities as parents in addressing the problems of children; and improve more harmonious cooperation between parents and schools in helping children problems

b. Voluntary

This activity aims to channel the aspirations of each party in support and help advance the education of children, a manifestation of this partnership are: mentoring children while following the race, prepare all the things that be necessary children in learning, assist schools in creating school Adiwiyata, assist schools in nulang day celebration of the school year, preparatory field trips, and a variety of other volunteer activities

c. Professional Model

This partnership model is more directed to aid parents in children's learning in school, for example as a resource for parenting dayactivities.

d. The Model Family

This partnership model is focused on the pattern of relationship between the school and parents as a single entity within the scope of a large family of schools. One form of this model is embodied in family gathering,

Strategy Building Partnerships with Parents

Strategies that schools can do in order to build partnerships with parents include:

Strengthening the Two-Way Communication

Communication is a means that is most crucial to build a better partnership with the parties. Therefore, the school must provide sufficient time to communicate regularly with parents. Strengthening two-way communication is intended for information and feedback on the development of learners, both from the family to the school and vice versa. School communication with the family can be done in various forms and media. For example, the information that is written routine through liaison book, homeroom regular meetings with parents, communication in the container community of parents per class, and communication through communication media such as through short messages (SMS), and other social media.

Strengthening the Parent Association through Association Class

Forming a community of parents in each class in order to facilitate communication between parents per class with the teacher in preparing children to learn. While the coordinator class community will be a channel of communication with the school and the school committee. Grade school through community associations, in this case aided in the learning process in schools.

Provision of Programs Featured Schools

The efforts of schools to establish partnerships with parents in improving the quality of education in the form of program making schools attractive to parents, such as: program fifteen minut in english, pacelathon Java, field trip program, outbound, the celebration of the birthday of the school, and a big celebration religion/national.

Creation of a Positive School Climate

Creating a school environment that kondusi for the implementation of partnerships with parents, namely through the friendly attitude of the parents, be patient in serving students and parents, to empathize with the parents, when parents come to the school received with familiarity, not put up surly, and greet the parents, accompanied by a smile, and of course, involve parents in the school program assembles.

DISCUSSION
Model Partnership of Parents and Schools

Partnership of parents and the school aims to achieve quality education. When a community decides to form a partnership, it is necessary to understand the significance of each party, an understanding in achieving goals, and is able to recognize as a familiar environment.

Parents and school partnerships established through a variety of models, namely parental education, volunteer activities, professional, and family. The model is believed to be able to realize the noble ideals that embody quality education.

The results are consistent with what was presented by Bacharach (1990) stated that their involvement (parents) can help prepare everything you need when their children will, during and even after attending a lesson at school. Parents can help classroom teachers to explain a particular subject matter according to expertise / skills of its (Reynolds et al., 1996). Riyani&Mantja (2008) suggests research findings that parents/guardians play a role such

as a substitute teacher educator (teacher subtitute) and facility providers (providers).

Their involvement and partnership of parents and schools in the field of education by Olsen and Fuller (2003) will provide benefits to the learners themselves, society, teachers, and schools. The benefits of parental involvement in the education for students include: (1) the learners tend to benefit more regardless of race and background of economic status, or educational level of parents, (2) the learners generally attain the rank, grades, and attendance better, (3) the learners consistently complete their homework, (4) the learners become more disciplined and showed a higher motivation to attend school, (5) the positive attitude of the students towards schools often provide results in the form of improvement of attitudes improved in school and rarely violate regulations, (6) learners are placed in classes remidial reduced in number, and (7) of students who come from different cultures tend to do better if the parents and personnel educators work together to bridge the cultural differences that exist in the family and the school.

Strategy Building Partnerships with Parents

Education is a shared responsibility between government, communities, and families (parents). Children learn and develop in a family environment, school, and community. When there is a strong link between school, family (parents), and the community, and involve them actively help businesses learning and development of learners, then it will contribute to enhancing the quality of education.

The findings of Herman &Yeh (1983) shows that the participation of parents is positively correlated to the learning achievement of children and parents on students' satisfaction.Duke & Canady (1991) stated in some research results are very reassuring that, the involvement of the school community, including parents/guardians of the students was very positive support the successful implementation of a policy. While Keith &Girling (1991) confirms that the active involvement of parents bring positive impact on students. Without the participation or support from parents, education (schools) will not work with the maximum (Kusmintardjo, 2010).

The results showed that the strategy undertaken by the school in building partnerships with parents, including: (a) strengthening the two-way communication, (b) the strengthening of associations of parents through community classes, (c) provision of the priority programs of the school, and (d) the creation of a positive school climate. The results of this study are consistent with the opinion of Rebore (1985) that in an effort to empower the participation of a parent or develop a

partnership between the school and parents, the school needs to pay attention to the principles, among others: (1) programs are designed to be easily understood and implemented , (2) sensitive to the aspirations of the people in this case are the parents of students, and (3) the idea contained in a simple and clearly communicated.

Partnership schools and parents can take place effectively, when schools can communicate with parents clearly and as often as possible (Bacharach, 1990). Communication is a means that is most crucial to build alliances or a good partnership with parents. Therefore, the school must provide sufficient time to communicate regularly with the parents (Kusmintardjo, 2010). There are some things that need to be done by the school in improving intentitas communications with parents, among which through the media: letters, websites, school magazines, school newsletter, telephone/mobile, and other social media such as whatshap, blackberry massanger, and line) , Other things that can be done by the school in empowering the participation of parents with through effective communication (Rohiat, 2010).

Bacharach (1990) argues that the management of partnerships with parents, can take place effectively when schools pay attention and develop the principle: "... (1) create a school that is open, helpful, and friendly, (2) give them the respect they (parents) were have demonstrated dedication and contribution to the advancement of education in schools ... ". Meanwhile, (Suryadi, 2003) stated that efforts to empower the participation of school parents should be able to foster cooperation with parents in a conducive and pleasant. The same is conveyed Kusmintardjo (2010) that "the attitude that needs to be developed in building a school climate that is conducive to, among other things: be friendly, flexible, open, passionate, empathetic, patient, and respect for others". The Rohiat (2010) calls "an example of things that can empower the participation of parents, such as giving praise to the parents, and the humane treatment ..."

CONCLUSION

From the results of the study concluded that: (1) a partnership of parents and schools, including (a) a parent education, (b) voluntary activities, (c) a professional model, and (d) the model of kinship; and (2) the strategy of building partnerships with parents, through: (a) strengthening the fabric of two-way communication between parents and the school, (b) the strengthening of associations of parents

through community classes, (c) provision of the priority programs of the school, and (d) the creation of a positive school climate for the continuity of partnership between schools and parents.

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EFFECTIVENESS OF TRAINING WAYS TO BUILD CHARACTER IN EARLY CHILDHOOD

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ABSTRACT

The negative impact of globalization should be anticipated early. Starting from the smallest structures in society. It would need to parents, teachers, and community members to understand how to build an Islamic character to children. For that, this research will describing about effectiveness of training "Ways to Build Character in Early Childhood" are given to the parents and teacher in kindergarten Raudhatul Azhar. Its objective is to provide insight to parents related psychological approaches appropriate future development of the child, so parents can fulfill their role in instilling positive and Islamic character in children. Characters in Islam is also called morals. Morals including adab include habituation, modeling, and discipline. The training materials provided to a parent related to "Ways to Build Character in Early Childhood - Psychological and Religion Aspects". And the material given to the teachers is about "Moral and Behavior Education in Early Childhood". The results illustrate that the training are required by parents, seen from the results of the evaluation that nearly 90% of parents feel gain related knowledge to build the character of children, although only about 85% of parents who have started to apply the material. Similarly, the evaluation results obtained from kindergarten teacher Raudlatul Azhar, that 90% of kindergarten teachers to acquire knowledge about the design and implementation of curriculum-based character of the training materials. Based on these results, obtained input for the next activity focused on material practice and chores are evaluated regularly.

Keywords: *islamic character, moral and behavior education.*

The era of globalization and modernization provides a major change in people's lives, including social, cultural and religious changes. Most of the young generation live with the "their" world and disregard the cultural values and morals their predecessor had adopted that long ago. This makes all sorts of gaps in society.

The negative impact of globalization should be anticipated early. Of course, from the smallest structures in society, which is family. Family is a "system", so it takes care of each of its members to give each other a comfortable and harmonious life for all family members. The application of the values that start from the family, will deliver each of its members to be ready to face the wider environment and the challenges of the times such as the current globalization. To that end, the character instilling is needed in order to minimize the negative impact of the incoming of foreign culture, as well as moral and religious education is needed so that the public has a strong grip in life.

Early character education in the family is needed. Like a building, of course, a strong foundation will make the building can withstand the windstorm. The earlier we instill character of the child, the more powerful embedded within them. Education starts from before birth and continues until becoming an adult.

Moral crisis could be caused because we do not yet understand how the right way, the right time, and effective approach when we have to instill a positive character to our children. Of course, we first need to understand their physical and psychological development. When we have understood it, we would be much easier to instill good or superior character to our children. Children will try to do things that are taught by religion, do what is best for themselves, others, the environment, state and nation. We will also be easier to motivate them to optimize the potential of (knowledge) itself and is accompanied by consciousness, emotion and motivation, thus realizing the young people who have faith and taqwa, science and technology.

According to the matters described above, it is important that parents, teachers, and community members to understand how to build an Islamic character for our children. What we need to understand and pay attention to in order to do it maximum. Of course, after knowing, the need for a strong determination to carrying it out. This will be covered in the "Ways to Build Character in Early Childhood.

This training refers to previous studies we've done, which is "Parents' Hope on Educating Early Childhood Children" which the results f the research said 80% of parents want child development training materials, which we have already conducted the training in 2014. Other results from these studies indicate that the majority of parents stated that they urgently need activities aimed at studying new ways of interacting positively with their children. In connection to this,

we want to continue the training with related materials of "Ways to Build Character in Early Childhood" given to parents and teachers at Raudhatul Azhar Kindergarten.

The purpose of this research is to understand whether the "Ways to Build Character in Early Childhood" training can change parent's behavior on building a kid' s character.

The problem in this research Is the training of "Ways to Build Character in Early Childhood" at Raudlatul Azhar kindergarten can be effective as a tool for parents and teachers to provide character education from an early age? This training will be given to 90 parents who have their child attending at Raudlatul Azhar kindergarten and 12 teachers.

Family. The family is a group of people with ties of marriage, birth, and adoption which aims to create, maintain the culture, and enhance the physical, mental, emotional, and social activities of each member of the family (Duvall and Logan, 1986). In the family is built the physical, mental, emotional, and social development of each family member. So families can build a unified whole in its development.

Another case according to Baiolon and Maglaya, said family is two or more individuals who live in one household connected by blood, marriage, or adoption. They interact with eachother; have their respective roles, creating and maintaining a culture (Bailon and Maglaya, 1978). Blood relations connect their blood and marriage. According to the Ministry of Health explained that the family is the smallest unit of society, including heads of families and some people who get together and stay somewhere under one roof in a state of mutual dependence. For the family, it acts as the first and foremost educator whereas in the education in it has a dependency between one another.

Character. In the era of 2000, education in Indonesia bloomed with their character education. We know that the characters in the Islamic religion is known as the word morals (akhlak). According to Lickona, characters are related to the concept of moral, moral feeling, and moral behavior. Based on these three components can be said that characters are well supported by the knowledge of the good, the desire to do good, and do deeds of kindness. So that character education can be defined as any attempt to influence the character of the students.

But to know the proper definition, it can be mentioned here the definition of character education delivered by Thomas Lickona.

Lickona stated that the definition of character education is a deliberate attempt to help someone so that he/she can understand, pay attention, and do the ethical core values.

Meanwhile, according to Kertajaya, (2010) character is the hallmark of which is owned by an object or individual. The distinctive feature is original and rooted in the personality or the individual objects, as well as an "engine" that drives how an act, behave, say, and respond. Personality that must be built from an early age, integrated into the early childhood curriculum which has 18 grades of character, namely: (1) Religious, (2) Honest, (3) Tolerance, (4) Discipline, (5) Work Hard, (6) Creative, (7) Independent, (8) Democratic, (9) Curiosity, (10) National Spirit, (11) Love the homeland, (12) Appreciating the achievements, (13) Friendly/ communicative, (14) Love Peace, (15) Joy of reading, (16) Care for the environment, (17) Social Care, and (18) Responsibility.

Then, according to Suyanto, the character is a way of thinking and behaving that became the hallmark of every individual to live and work, both within the family, community, nation and state. Individuals who have good character is an individual who can make decisions and be ready to be responsible for every decision made as a result (Ansori, 2007).

According to Sahrudin (2007), efforts to establish the character of the child is very important. Therefore, it aims at forming personalities noble, tolerant, happy to help, mutual help, mentally tough and competitive, and always had an interest in science. All of this capability is based on the faith and devotion to God Almighty.

The values of these characters are developed in each of the existing competence in the teaching and learning activities in schools. But it cannot form a good character if it is not done in informal education, which is family. Parents play a major role in shaping the unique character of children.

Methods in this community service activity is with training as the intervention. Intervention is an action that results in a change or attempt to change the person, population, or organization that is the subject of evaluation (Øvretveit, 1998). The purpose of intervention is to make a change and make a difference in someone's life (Øvretveit, 1998). The form of intervention is training which is the next stage of implementation of the research results related to "Parents' Hope at Educating Early Childhood Children".

METHOD

This research method uses experimental method with one group experimental research design *(one-group post-test design)*. According to Christensen in Seniati (2009), this design only

involves one group given the manipulation, then in certain period of time, it is measured for the response.

In this research, the manipulation is training "Ways to Build Character in Early Childhood". Then, often given the training, it will be seen its effectiveness.

Training of "Ways to Build Character in Early Childhood" is held at Raudhatul Azhar Kindergarten, Kreo, city of Tangerang. The numbers of kindergarten students at Raudlatul Azhar are 90 children with 12 teachers. To that end, the target of community service activitiy are parents and teachers. Raudlatul Azhar Kindergarten was established in 1993. Learners come from the weak economy, where the backgrounds of the parents work as a taxibike man, a laundress, and also those that were an employee.

RESULT AND DISCUSSION
Training Implementation Overview

"Ways to Build Character in Early Childhood" training was planned to be given to the 90 parents who have their children attending at Raudlatul Azhar kindergarten. But on the day of implementation, only 48 participants who attended, because the activities conducted was on weekdays and most parents had to work.

A speaker at the second session was Radhiya Bustan, M. Soc, Sc. The theme for this session was "Kid's Character Building" (Material attached). This meeting was held on May 2nd 2016 at the Hall of Raudhatul Azhar Kindergarten.

Before starting, the speaker invites parents to discuss related ways of educating a child character they've done today, what constraints and what measures taken to overcome them. Some parents said that they educate children more dominant by giving advice, if the child does not listen, parents often feel unable to hold back their emotions and ultimately scold and yell at the child. Through a process of discussion, it appears that most parents can not understand child development, so it has not been able to maximize the effective ways to educate children character according to the level of their development, such as by example, reading stories / story of the Prophet, to form positive emotions by playing together, and so on.

Character in Islam is called morals. Morals including adab include habituation, exemplary, and discipline. Morals of the Prophet Muhammad are the role model for Muslims, so it needs to be introduced to children early. By knowing the nature and character of the Prophet Muhammad, is expected children can imitate and emulate the Prophet morals in everyday life. Therefore, the material presented by the speaker is relevant to character and morals of the Prophet as role models for Muslims, as Allah SWT says in surah Al Ahzaab:21.

The speaker then invites parents to listen to stories, movies or discussions related to the themes of morality of the Prophet as follows: 1. Clear of angry nature; 2. Do not like pitting; 3. Do not sneer; 4. Never overbearing; 5. Clear of malicious nature; 6. Spread the greeting; 7. Relax and do not rush; 8. Glad to help; 9. Keep prayers at the mosque; 10. No prejudice; 11. Loved fellow; 12. Maintain the mandate and far from being treasonous; 13. Respect the older; 14. Maintain cleanliness; 15. Spread a smile; 16. Clear of hostility; 17. Always humble; 18. Leaving fraudulent ruse; 19. Never lie, saying vile, and do ghibah; 20. Always pray every wanted to do thing; 21. Be gentle and not harsh; 22. Very forgiving; 23. Gracious (generous); 24. Strong and courageous to defend the truth; 25. Love animals, and 26. Helpful for others.

In the discussion of these themes, are discussed effective ways for parents in instilling moral character or the Prophet's moral. Starting from building emotional intimacy with children in order to create positive emotions.

Building emotional intimacy with children is done through effective communication, through the following way: 1). Using the word "want" when we ask a child to do something; 2) Staring at a child's eye when we communicate with them; 3) Accompanying communication with physical contact; 4) Being a good listener when the child is speaking; 5) Loving a child in a way he loved

Parents were asked to evaluate the extent to which they have to communicate effectively with their children. Most parents admitted they do not apply it. Then the parents were asked to give examples of behavior that has been done so far and they would do at home. Examples of such behavior were discussed within the group mutually. Then the parents were asked to complete a commitment to practice at home.

Some other issues related to the development of psycho-social abilities of children was also discussed at the meeting, among others, are: 1) Communicating with love with words full of affection, praise, encouragement, guidance, calls "dear" to children; 2) Give a gift; 3) Serve the child until he is able to give examples, such as teaching children to serve yourself and others; 4) Friendly with children; 5) Provide physical touch; 6) Fulfilling the wishes of children gradually

Psychosocial development of children needs to be based on religious teachings in order that the child has a character that is in accordance with the guidance of the Islamic religion. The things a

parent can do is: 1) Establish honesty and familiarize the child to keep a secret; 2) Building social trust through habituation to help parents, along with peers, empathy; 3) Build trust by starting from the scientific teaching of the Qur'an and the Hadith of the Prophet which is a source of knowledge; and 4) Build entrepreneurial spirit, as exemplified by the Prophet.

Examples of Rasulullah performed in educating children to set an example also for parents in developing positive character traits in their children. At the end, question and answer session was done with parents to strengthen the material that has been given in order to be well understood. Questions submitted related practical tips in building the character of the child (such as building characters child discipline that is difficult to get up early and pray, tidying up their own toys, etc.). The speaker then provides answers to refer back to the content of the training material, and then gives practical examples that parents can do at home.

The second session of training was done for the teachers of Raudlatul Azhar kindergarten. Training of character education at the kindergarten were attended by 11 teachers of Raudlatul Azhar kindergarten (1 teacher was unable to attend due to giving birth) held on Saturday, June 25th 2016 starting at 08:30 to 10:30. The training activities starts with a discussion of the character and what activities are already done at the kindergarten. After starting the activity with a discussion of the kindergarten teachers of Raudlatul Azhar, realize that a lot of values character that have not been applied. In this case the kindergarten teachers say that they have long know about character education but do not understand how to apply it. For that mother Nila Fitria, M.Pd as a speaker provided an explanation of what that character, character education, character education goals, values early childhood character education, the role of teachers in character education and character education planning. After giving the matter by Mrs. Nila, then followed by a question and answer session. Mrs. May as Headmaster of Raudlatul Azhar kindergarten asked how to deal with difficulty in collaboration with other teachers? Then Mrs. Nila replied that every teacher that is present here are already bringing each character that is the result of education of parents, teachers, and the environment in the past. When a teacher is already in the new environment of school, then you should be able to adapt to the new environment. One teacher also asked Mrs. Anis, how to deal with a child character that likes to

say no good? Mrs. Nila answered, it should be observed first, the teacher should ask the child's parents about the routines that he/she do at home. Then do a home visit with the intention of equating teacher's data as the result of conversations with parents. Usually when it is already done, the teacher can see the behavior of a child who likes to talk dirty it was influenced by whom?

Character education training activities on teachers at the kindergarten ended with a group photo and a souvenir gift to the school. Expectations of this activity is the teachers are able to plan and implement character education in learning activities

Evaluation

Participants were given questionnaires related to the evaluation of training effectiveness. The questionnaire was brought home and charged at home. After 2 weeks, the new questionnaire is collected in order to see the extent to which parents can benefit from training, whether it has been able to understand the material and then apply it at home on their children or not. The results of the questionnaire illustrate that:

No	Aspects of Assessment	Percentage answer of "YES"
1	The suitability of the material to the needs of parents	90%
2	The training material is easy to be understand	88%
3	The timing of the training is suitable	85%
4	Raises motivation to form a new pattern in educating children	88%
5	Changes in attitude on educating children after training	90%
6	Acquire new knowledge	90%
7	Mother and child relationship got better	90%
8	Becoming more excited through the days as parents	90%
9	Already started to practice the knowledge gained from the training	85%

Based on the able above it says that almost 90% of participants, namely parents of Raudhatul Azhar kindergarten found the training of "Ways to Build Character in Early Childhood" make a positive impact on them in educating and building a child's character.

The results of the questionnaire awere also reinforced with random home visits to three participants. The aim is to triangulate data by observing and obtaining information from the

family if the trainees have started to apply tips to build the character of children in their homes. Of the three houses visited, the result that two people have already begun trying to implement positive ways to communicate with children, starting from very simple things. 1 person was still not able to apply because it was still difficult to control emotions and change the habit of scolding children. But the person promised to strive to improve and change the habit. This information was also confirmed by family members who were in the house at the time.

The results of the questionnaire were 90% of kindergarten teachers will design to create a character-based learning programs and 90% will practice the knowledge given in KBM. Kindergarten Teacher of Raudlatul Azhar felt acquiring new knowledge and will become a role model for their students as much as 90%. The timing of activities in accordance with the desired time, where Raudlatul Azhar kindergarten teacher in the school holiday period and will prepare for the start of the school year. As many as 90% of teachers were eager to teach after obtaining knowledge.

CONCLUSION AND SUGGESTION
Conclusion

Based on the community service that we've done in the form of training "Ways to Build Character in Early Childhood" given to 48 parents and 12 teachers, the result that the associated training needed by parents, and results from evaluations filled out by parents that nearly 90% of parents feel they receive related understanding of the child's character building training materials. However, only around 85% of parents who have started to apply the material. Similarly, the evaluation results obtained from a kindergarten teacher Raudlatul Azhar. That 90% of kindergarten teachers acquire knowledge about the design and implementation of curriculum-based character of the training materials. It is also confirmed from the results of home visits to there trainees' house.

Suggestion

Based on the results, the suggestions for further activities so that more material is added; practice and chores are evaluated regularly. Given the theoretical understanding at the meeting. In addition, the training is expected to build character is also given to the male parent, that parenting at the home can be consistent and run with full commitment together between parents and the school.

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ASSESSING FACULTY DEVELOPMENT NEEDS:
THE CASE OF MINDANAO STATE UNIVERSITY

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ABSTRACT

Assessment is an essential process of gathering necessary information useful for evaluating the needs of a certain variables. In this study, assessment was primarily used to examine the faculty development needs of the Mindanao State University Marawi Campus. Variables investigated through survey, focus group discussions and consultative meetings include faculty profiles, trainings, performance, research and publications, housing program, appointment status, study grant and promotions, and the needs for faculty enhancement program. Based on the data gathered from the survey and series of consultative meeting/focus group discussion in the different colleges in the university, comprehensive results revealed that, the faculty force of Mindanao State University (MSU) in terms of educational attainment, trainings, and research outputs is not enough for the university to be considered as candidate for center of excellence and or center of development. Faculty needs motivation such as financial supports, conducive learning environment, enough housing program, continuous and regular attendance of fora and other professional growth are the most urgent needs of the faculty. Generally, MSU administrations need extra efforts in providing faculty development needs so that the university will meet the requirement to achieve center of excellence and center of development.

Keywords: assessment, faculty development, faculty needs, faculty feedbacks

Productive working environment requires skilled and competent employees. Having competent and skilled employees can do complex tasks efficiently, effectively and in safe manner. Universities around the world precisely attempt and initiate different plan and strategies in applying the idea of ―quality‖ in the context of education. Globalization and global competitiveness towards academic excellence continues to be a challenge as it is reflected to quality that signifies different means of coping with the continuous intense competitiveness. Instructional quality plays a vital role in attaining the framework of quality education. Growing evidence has been set that students are most motivated to learn and excel when teachers are strong on all three legs of the instructional tripod that is: content knowledge, pedagogic skills, and relationship skills. The importance of teacher effectiveness in providing quality learning experiences to all students is absolutely clear. However, some teachers produce much larger achievement gains than others do and that differences in teacher effectiveness tend to persist from year to year in the absence of effective professional development (Ferguson, 2007).

In the Philippines, the Commission on Higher Education Memorandum Orders (CMO) in attaining Center of Excellence (COE) and or Center of Development (COD) gives more emphasis and percentage to instructional quality research and publication. Key persons that give instructional quality are the faculty since they are the prime movers and doer in delivering instructions to the students. However, studies conducted which was reaffirmed by UNESCO reports (2003) revealed that quality education is declining especially in developing countries in which Philippines is part of it due to problems and challenges face by the teachers and learners which includes lack of classrooms and instructional materials, inadequate teachers, and no appropriate funds for faculty development and among others. Given this deficiency, assessing faculty development needs is much needed in order to address the so called ―attaining academic excellence or center of excellence in educational services. According to Irby, O'Sullivan and Steinert (2015), faculty development is an indispensable and often undervalued institutional resource, yet it plays essential role for the advancement of faculty competence and organizational vitality. In the World Education Forum, Dakar (2000) stipulated that to achieve education for all it needs to improve the quality of education. He said *"Improve all aspects of the quality of education to achieve recognized and measurable learning outcomes for all-especially in literacy, numeracy and essential life skills"* Development is a lifelong process. It's a way for people to assess their skills and qualities, consider their aims in life and set goals in order to realize and maximize their potential (SkillsYouNeed.com©2011-2016).

The purpose of this paper is to assess and examine the status of the faculty in terms of educational qualification/educational attainment, terms of appointment, seminars and trainings

attended, faculty housing program, research outputs, enhancement needs and personal perceptions of the teachers. Assessing faculty development needs was done through needs assessment analysis and consultative meeting, for us the Mindanao State University (MSU) office for planning and development could draw a workable development plan that could address the issues on faculty development needs.

METHOD

Assessment has many purpose, it could be used to appraise the performance of the students or teachers, and to provide feedback. In this study assessment was used to dealt on the present status of the faculty in MSU in order to identify and evaluate their needs and feedbacks was drawn. This study documented the faculty development needs through needs analysis and consultative meeting using survey questionnaire and focus group discussions in each college in the university. The data was gathered through a series of formal and informal consultative meetings apart from the survey questionnaires. Aside from survey questionnaire, focus group discussions and consultative meetings, data from annual reports of the university was also used as data source that serve as platforms of the previous issues of the variables investigates so as to draw conclusive evidence on the faculty development needs.

RESULTS AND DISCUSSIONS
Results
MSU Faculty Profile

Faculty profile of the MSU includes educational qualifications and trainings attended. Educational qualification of a university faculty is an important thing to consider in planning towards attaining academic excellence. Based on the collected data, out of 856 faculty respondents who successfully participate the assessment survey only one hundred thirteen (113) or 13.2% are Ph.D. holders, and among the seventeen colleges, the faculty of the

College of Agriculture has the highest percentage (17.78%) of PhD holders, followed by the College of Forestry (17.39%), and then the College of Public Affairs or CPA (16.88%). In general, less than 50 % of MSU the faculty members are master's degree holder (44%).

However, combining the numbers of PhD's and masters' degree holder it comprises 57.2%, yet this percentage is still weak considering that the university is aiming to be known as either center of excellence and or center of development.

Based on the standard criteria of the Philippine Commission on Higher Education (CHED) center of excellence and center of development instructional quality comprise 45% of the total key areas in which faculty force and qualifications has a greater percent composition (30% - 40%) of its components depending on the course or field. According to this standard criterion, faculty is the primary operative resource in the academic institution.

Faculty shoulder the institution's responsibilities to teach and facilitate learning, generate new knowledge, and assist in providing service programs of the institution to the community. The faculty roster of every field or course areas must be composed of professionals in terms of education, experience and skills.

The minimum requirement of the Philippine CHED for a certain degree program to be acknowledge as either center of excellence and center of development is that there will be at least five (5) full time PhDs' and two (2) PhDs' plus three (3) masters' degree holder respectively. However, this requirement is just a minimum and it will vary according to the degree programs of each college of department. As shown in Table 1 and the succeeding figures (Figure 1 and Figure 2), the Mindanao State University (MSU) Marawi Campus, the number of faculty members in each college who are PhDs' is not enough or does not meet the minimum requirement to be a candidate for Center of Excellence and or

Center of Development except for the two programs or department under the College of Natural Sciences and Mathematics namely Mathematics and Biology Department.

As shown in figure 1, the trend of the MSU faculty educational attainment is fluctuating. There is no continuous progression especially in the higher education of college faculty. This trend implied that the MSU failed to maintain or sustains the professional growth of its faculty by sending them to further studies and by giving them opportunity to avail study grants. If this trend will not be mitigated then, MSU could not really attain its goal towards a center of academic excellence or center of development.

In terms of trainings and seminars attended by the faculty of MSU as shown in Table 2, generally less than 50% of the faculty in each college attended various trainings and seminars except for the sole college, the College of Sports, Physical Education & Recreation (CSPEAR) in which almost all of them (95.83%) attended various trainings and seminars. Again, Philippine CHED memorandum for center of excellence and center of development stipulated and clearly emphasized that self-improvement among faculty such as

participation in postgraduate programs, trainings and skills development are deemed necessary.

Table 1 College Faculty Profile of MSU-Marawi Campus in Terms of Educational Qualifications (2016)

College	Ph.D./EDd		MS/MST/MAEd		BS/BSEd/AB		POST GRAD		Total
	f	%	f	%	f	%	f	%	
College of Agriculture	8	**17.78**	25	55.56	11	24.44	1	2.22	45
College of Business Adm.	2	5.26	19	50.00	17	44.74			38
College of Education	7	16.67	17	40.48	18	42.85			42
College of Eng'g	3	10.34	12	41.38	14	48.28			29
College of Fisheries	**0**	0.00	10	62.50	6	37.50			16
College of Forestry	8	17.39	15	32.61	23	50.00			46
College of Health Sciences	4	10.26	6	15.38	29	74.36			39
CHARM	3	10.71	10	35.71	13	46.43	2	7.14	28
CIT	**0**	0.00	3	13.64	19	86.36			22
ISED	3	14.29	8	38.10	10	47.62			21
King Faisal									0
College of Law									0
CNSM	32	13.55	**86**	55.48	37	23.87			155
CPA	26	16.88	64	41.56	64	41.56			154
CSSH	16	9.25	83	47.98	74	42.77			173
CSPEAR	1	4.17	15	62.50	8	33.33			24
Engg Tech	**0**	0.00	4	16.67	16	25.00	4	16.67	24
Overall Total	113	13.2%	**377**	44%	359	41.9%	7	0.8%	856
Overall Mean	0.132		0.44		0.419		0.008		
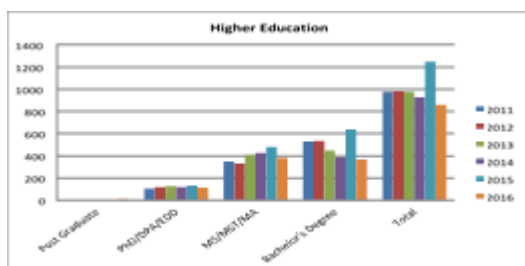
Figure 1 Comparative Number of college Faculties by Educational Attainment (2011 – 2015) (Source: MSU Annual Report 2015)
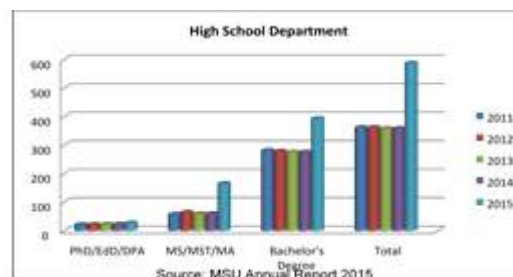
Figure 2 Comparative Numbers of High School Faculties by Educational Attainment (2011 – 2015) (Source: MSU Annual Report 2015)

Further studies, trainings and seminars are important motivation on the part of the faculty with the interest to improve its prime resource. Irby, O'Sullivan & Steinert (2015) study related to recognizing excellence in faculty development programs revealed that the faculty development program takes place in accredited professional schools which should be aligned to the school missions and goals. Faculty development program must be systematic, evidenced-based and must focus on improving educational practices, leadership and scholarships. Teachers at professional higher or educational institutions have the task to arrange the conditions that would enable the students to absorb fully the knowledge transfer, techno-transfer and any form of education and learning. University should optimally provide competent graduates and solve problems related to in depended monitoring educational processes and surely produce graduates which are in demand in the employment market (Safargaliev & Vinogradov, 2015).

Faculty Research & Publication

Research and publications is a strong manifestation of a matured university. Research and publications is one of the important vehicle in making linkages and collaborations to other universities around the world. Literature and studies survey reveals that external integration of education is very important especially on this globalization theme. Interrelations between universities that allow networking and collaborations are a promising strategy towards gaining more diverse and productive forms of integrations towards achieving academic excellence, research and extensions. However, in the case of MSU Marawi campus, the research outputs of faculty in not progressive. Only few of the faculty has successfully conducted research due to overloading of teaching loads. The MSU research and publications has not given priority, thus faculty are not motivated to do so. This research outputs issues are same as true in terms of research publications. As shown in Figure 2, research publications are fluctuated. In the year 2015 publications rises however, in 2016 it drastically moves downward. The trend on research

and publication implied that the MSU failed to sustain the research capabilities of its faculty. In fact, the MSU is missioned to perform the traditional trilogy of functions of a university, namely: instruction, research, and extension.

Study conducted in U.S. by Mullen, Murthy, & Teague (2008) revealed that availability of sufficient laboratory space, equipment's, financial and material resources were deemed critical for supporting faculty's efforts in doing research.

Table 2 Faculty Profile of MSU-Marawi in Terms of Trainings/Seminar Attended

College			Total # of Faculty	Mean
	f	%		
College of Agriculture	16	35.56	45	0.36
College of Business Adm.	2	5.26	38	0.05
College of Education	6	14.29	42	0.14
College of Eng'g	9	31.03	29	0.31
College of Fisheries	3	18.75	16	0.19
College of Forestry	10	21.74	46	0.22
College of Health Sciences	2	5.13	39	0.05
CHARM	4	14.29	28	0.14
CIT	2	9.09	22	0.09
ISED	1	**4.76**	21	0.04
King Faisal College of Law				
CNSM	24	14.48	155	0.15
CPA	40	25.97	154	0.26
CSSH	33	19.08	173	0.19
CSPEAR	23	**95.83**	24	0.95
Engg Tech	3	12.50	24	0.13
PUC	3		11	0.27
Overall Total	181		867	
Overall Mean				0.209
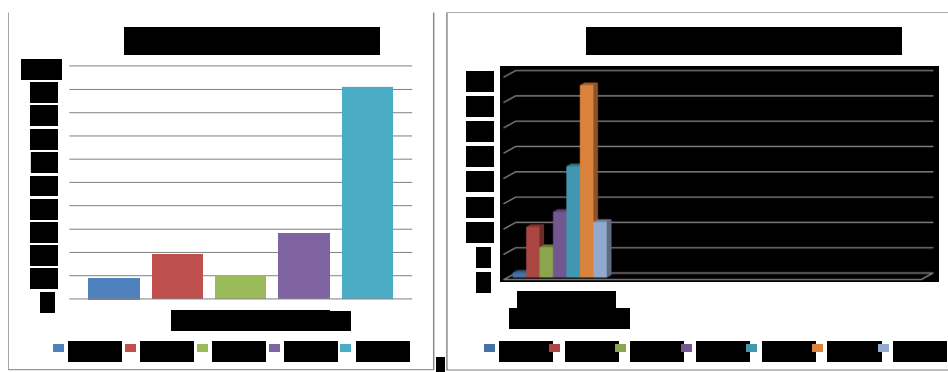
Figure 2 Research and Publications

Housing Program

Another need that is relevant for efficient and competent performance of the faculty in the universities and any other institution is the housing program intended for the faculty. In order to attain productive and sustainable academic excellence, faculty must be self-motivated. However, if the faculty has a long-way to travel from their home to the campus, the situation might be chaotic and stressful and could suppress the utmost transfer of knowledge from the teachers to the learners. In the context of globalization and academic excellence, educational environment or school climate must be conducive to both teachers and students. Many universities in other countries efficiently provide housing program for all of its

employees. Nanyang University in Singapore is a very good example in terms of providing housing programs for their employees and the university environment is conducive to all constituents.

In the case of MSU Marawi Campus, Table 4 shows that there is no equal distribution of housing programs to the faculty and other employees of the university. Majority (69%) of the employees in the university are either renting private cottages or commuting from the campus to their respective home which is either in Marawi City and Iligan City. These results implied that the employees of the university have no equal opportunity in terms of housing program. Maybe the university could not provide enough housing for its employees or there it might be no proper regulation in terms of its housing program. Since most of the employee

particularly the faculty is commuting, traveling from their respective homes to the university and vice versa could hamper the efficient delivery of their services. They might be late in the office due to some unavoidable circumstances during travel like traffic or mechanical malfunction of the vehicle and others. Based on interviews, commuters' faculty are avoiding to handle early schedule classes and classes in the late afternoon because they having troubles of their travels. This issue must be resolved by the university officials so that attaining its missions and goals towards academic excellence and globalization will not be jeopardize.

Table 4 Faculty Profile of MSU-Marawi in Terms of Housing Program

College	MSU Housing/Cottage		Private Cottage/Renting		Commuter		Total
	f	%	f	%	f	%	
College of Agriculture	14	18.18	18	23.38	21		53
College of Business Adm.						27.27	
College of Education	13	25.00	13	25.00	26		52
College of Eng'g						50.00	
College of Fisheries	6	33.33	6	33.33	6	33.33	18
College of Forestry	12	54.54	4	18.18	6	27.27	22
College of Health Sciences	5	15.15	4	12.12	24	72.73	33
CHARM	32	80.00	4	10.00	4	10.00	40
CIT	1	5.26	8	42.11	10	52.63	19
ISED	8	38.10	8	38.10	3	14.29	19
King Faisal							
College of Law							
CNSM	14	14.89	46	48.94	34	36.17	94
CPA	14	41.18	7	20.59	13	38.24	34
CSSH CSPEAR				56.52			
	9	39.13	13		1	4.35	23
Engg Tech	5	31.25	7	43.75	4	25	16
PUC	1	11.11	1	11.11	7	77.78	9
Overall	134	31%	139	32%	159	37%	432
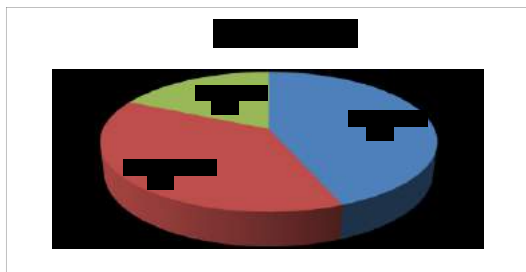
Figure 3 Percent Composition in Terms of Faculty Appointment Status Source: OVCAA Office

Study Grant

Professional growth of faculty is very important in attaining academic excellence and globalization. As of 2014 records provided by the annual report of the Mindanao State University, study grant provided to the faculty by MSU is not progressive. As shown in figure 4, year 2013 has the highest number of faculty that is on study grant on doctoral degree. However, it abruptly decreases in the year 2014. In the case of maters' degree program there is a progression increase number of faculty on study grant for 2011 and 2012, but decreases as much in the year 2013, and manage to increase again in the year 2014. The fluctuation of providing study grant program of the faculty implies that the university does not seriously prioritize the professional growth of its faculty regularly. According to Monterona (2014), human resource is the most essential components in any organization. Each employee brings to the organization different skills, knowledge, and ideas that help the organization or university attaining its goals. An employee must continuously grow professionally in order to keep abreast on the un-ending change in the process of learning, education and innovations. Professional growth in terms of continuous education through study grant, trainings, and symposia is the process of preparing the manpower of the university towards innovations and educational revolutions of the mind in terms of multidimensional basis for the solution to a wide range of pedagogical and content knowledge problems. Continuous education and learning is an educational process in any educational system or universities that serve as reference points on the development of heuristics and exploratory capabilities to face the challenge of global competitiveness.

Other Needs

Faculty needs enhancement in all aspects namely; training and conferences, research, and further studies through scholarship programs and study grant. They also need enough housing

program, regular monitoring in the process of giving tenure and promotion. Incentives, hazard
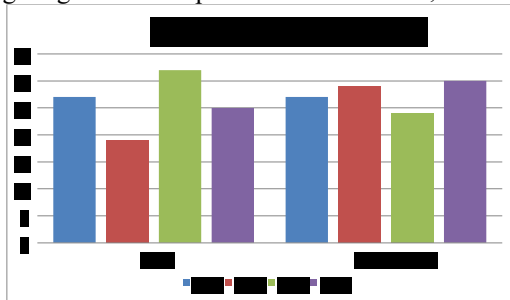
Figure 4 Study Grant of MSU Faculty
Source: Annual Report 2014

fees, and equal opportunity are mostly requested by them. Moreover, motivating factors that drives the faculty to do efficiently their jobs is also one of their concerns considering that most of the time or none at all. Mullen, Murthy, & Teague (2008) concluded in their study that university infrastructure and organizational structure and culture are important factors to consider so as achieving academic excellence. . Furthermore, the working environment of the faculty must be conducive enough so that they will become more productive. Housing program must be also properly regulated so that all faculties can avail such privilege. Lastly, school climate must be friendly and just. A sound and healthy organization is depicted through social and professional interactions of the employees (Sia-ed, 2016).

CONCLUSION

Development of educational process towards academic excellence and globalization is of current interest to all educational institutions and universities. However, these could not be attained if manpower especially faculty are equipped totally in transfer knowledge and skills to the learners. For many institution and university including the Mindanao State University, the most serious drawbacks in the attaining of academic excellence should begin to comprehend the pedagogical content knowledge of the faculty, and the different activities in conditions of the further existence and development of mankind as a whole. Based on the findings of this needs assessment survey, MSU needs to capacitate the faculty in terms of instructions and research. MSU officials must regularly provide study grant to the faculty in each college with proper selections, monitoring and time bound. There must be proper execution and implementation of the MSU Code of governance on the case of faculty development programAll learning

institutions must see to it that the organizational structure is bound to proper ethics that could serve as guiding rules in monitoring the university climate and health conditions. Giving incentives and other form of motivations must be equally distributed to the deserving faculty members and other employees in the university. Commitment and cooperation of every employee and higher officials in the university is significantly needed to effectively promote faculty development and in this way, academic excellence and globalization will surely attain. Analyzing the needs of the university employees is a continuous process and must be done regularly in every institution. Assessing faculty development needs is a continuous process because the mood of the school campus environment and the needs of the faculty are always changing. Hence, the task of faculty development needs assessment must be regularly conducted and monitored so as to develop plans and strategies in order to address those needs and for continuous development towards academic excellence and global competitiveness.

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BAWANG PUTIH DAN BAWANG MERAH
LITERATURE STORY BOOK USEDAS A MEDIA TO INTEGRATE TEMATIC INSTRUCTIONAL FOR THE FIRST STUDENTS OF ELEMENTARY SCHOOL

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ABSTRACT

The aim of the research is to create a Bawang Putih and Bawang Merah literature story book which is able to use as a based fondation to integrate tematic instructional for the first grade of elementary school. The creation of Bawang Putih and Bawang Merah Literature book focused (1) the content area , (2) the language , and (3) the 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 tematic 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 appropriate 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 make students enjoy to story. It is hoped that the elementary teachers can develop or increase the other media that can integrate the tematic instructional as the elementary school.

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

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

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

By engaging the students with storytelling activity, they can use their language competences through (1) recognizing alphabets, (2) shared reading, (3) writing their favourite parts of the story, and (4) roleplaying in their preferable ways. The teacher may try to explain the storyline in order to combine integrated themes with the curriculum and develop the moral value of the story in building students character. Later on, by using literature books in storytelling activity, the students may acquire aesthetic reading ability. Cox and Many in Cox (1993) stated that *"Aesthetic reading opens up wolids of possibilities for teaching with literature."*

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

Big Book is one of the story books that can be used in theme-based learning as it consists of storyline written in large font and large, colourful

illustration, thus can be classically attractive to elementary students.

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

METHODS

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

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

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

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

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

and (6) Activity 6: Indonesian language and Physical Education. Below is the distribution draft of the learning media combined with literature work entitled "The Onion and the Garlic". The distributed learning media is about to be distinguished into different clusters as follows:
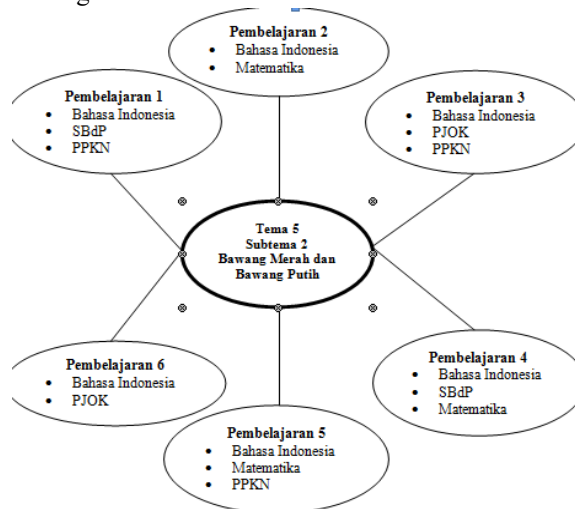
Each one of different the subject matters combined with the storyline of "The Garlic and the Onion" is described in the following Main Competence.

Activity 1

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

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

indicator: distinguish the sound of various forest birds, and (4.17) to describe Indonesian vernaculars and cultural products; indicator: to describe the musical piece used in "The Garlic and the Onion".

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

Activity 2

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

There are different contents of Mathematics subject in the Main Competences, which are: (1.1) to admit, practice, and respect the religion the students believe in, (2.1) to obey the rules on addition and subtraction operation in regards with different numerical value, (3.1) to acknowledge the numerical symbol and describe number in simple utterance; indicator: to write numerical symbol related to the story of the number of bamboo cluster in the forest, and (4.1) to mention real number to 99 as the answer to addition or subtraction operation between two real numbers with other possible answers; indicator: to solve the subtraction operation 21-40 by counting down the number of bamboo cluster in the forest.

Activity 3

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

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

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

and (4.1) to practice physical activities for balance and mobility of the body through simple sport game; indicator: to practice the concept of balanced and fast motion related to the storyline of "The Garlic and the Onion", which is balanced motion along the bridge and river bank.

Activity 4

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

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

There are different contents of Art and Culture Education (*SBdP / Seni Budaya dan Prakarya*) subject in the Main Competences, which are: (1.1) to feel the beauty of nature as an evidence of God's mighty power, (2.2) to acknowledge the inspiring beauty of surrounding nature in art-making process, (3.4) to observe various materials, tools, and their

functions in making art crafts; indicator: to describe the materials and tools used in making clay crafts made of flour through the teacher's explanation in regards with the story of cake made of pumpkin, and (4.4) to create expressionist art craft out of dough in regards with the story of moulding pumpkin dough into different shapes of pumpkin cake.

Activity 5

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

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

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

the characteristics of the characters, The Garlic and The Onion and Basic Competence 4.3 observes and tells togetherness within diversity at home and at school with indicators describing differences related to the house of The Garlic and The Onion with the house of a lady in the woods.

Activity 6

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

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

RESULTS AND DISCUSSION

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

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

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

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

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

a. The Garlic and The Onion go into the woods.
b. The Garlic helps old lady who slipped in the forest.
c. Old lady thanks her and gives pumpkin to The Garlic.
d. The Garlic splitting out pumpkin and there is golden dust.
e. The Onion envies and goes alone into the woods.
f. The Onion help the old lady in the forest.
g. The Onion asks pumpkin as her reward.
h. The Onion is splitting the pumpkin and there are small caterpillars.
i. The Onion apologizes to Garlic saying the words "please forgive me"!

CONCLUSION AND SUGGESTIONS

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

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

Literary language is presented in accordance with the level of thinking of children with exposure to a language that is not too long (subject, predicate, and object). Presentation of the story titled The Garlic and The Onion is presented in accordance with the level of social and emotional development, accuracy of grammar and spelling, message understanding, terms standardization, and integrity that builds language exposure as a whole grain. Proper and correct exposure of language provides optimal language environment, and delight children of primary school age.

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

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

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

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ABSTRACT

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

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

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

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

Education would be well held, and could achieve national education goals as mandated in the Government Regulation No. 19 of 2005 on national education standards if eight national education standards had been implemented in the education unit of each school. Eight of these standards include graduation competency standards, content standards, processes standards, educator standards, facilities and infrastructure standards, management standards, financing standards, and assessment standards. The eight standards mutually support each other in achieving national education goals.

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

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

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

METHOD

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

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

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

In this study, researchers conducted stages from Miles and Huberman to analyze the data. In data reduction, researchers selected, focused, simplified, make abstraction and transformed data that had been obtained from observation sheets, interviews and document study, and then researchers would review the research findings in order to draw conclusions and verification on facilities in SDN 013 Tarakan.

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

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

FINDINGS AND DISCUSSION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CONCLUSION

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

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

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

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

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

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

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

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

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

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

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

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

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DEVELOPING MORAL-LITERACY GUIDANCE PACKAGE FOR JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

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

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

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

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

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

All the phenomenon are the issues and challenges that has to be figured out and answered by serious efforts. If it is expected to result a perceptive outcome on the cases and requirement of the time, then the attempt to optimize the establishment of moral personality should also chew over the issues and the requirement of the time. That is to say that when the challenges and the requirements of the time are fluctuating, then the content, approach, and method of moral learning also require an improvement since the old approaches are considered inadequate to meet the challenges and the demands of the time.

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

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

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

In accordance with the urge that schools should be concerned on the students' ability of moral reasoning, Rosjidan (2004: 1) suggested that the counselling consisting of four fields i.e. personal, social, study and career needs to be enhanced with moral lecture so that there will be five fields of lecture. Perceiving from the purposes, the urges and suggestions direct to the formation of Tuana (2003: 2), therefore, the adolescent not only literate in reading, writing, and arithmetic but also literate in moral literacy to be able to (1) assure that the moral issues could be knowledgeable, (2) rise the mortal virtue, and (3) develop the skills of moral reasoning.

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

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

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

According to Haidt (2001: 814), the researches about the moral consideration has been dominated by rationalist model. In accordance with rationalist model, moral judgement is caused by moral reasoning. Meanwhile, intuitionist model does not emphasize on the personal moral reasoning but on the significance of social culture impact. According to intuitionist model, moral consideration is the result of a quick and an automatic assessment. Although the intuitionist model is portrayed as the alternative of rationalist model, primarily it is still acknowledged that in reality, the moral consideration includes rational reasoning or affectual intuition. Thus, it is demanded a model integrated between rationalist and intuitionist model.

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

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

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

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

Based on some issues from rationalist, intuitionist, and interactionist circumference, Wright (2005) formulates an expertise model. Besides integrating the factors of

rationalist model and intuitionist model, the expertise model indicates two processes, i.e.: trained perception and automatic responsiveness. The trained perception is a process by complex stimulative patterns, the compiler characteristics or substantial specimen, direct (not inferentially) perception. The automatic responsiveness is a process of actively and adaptively work by itself in every problems faced in order to constantly convenient with the situational characteristics activated them. To provide more complete description, skill model is presented as follows (See Figure 1).
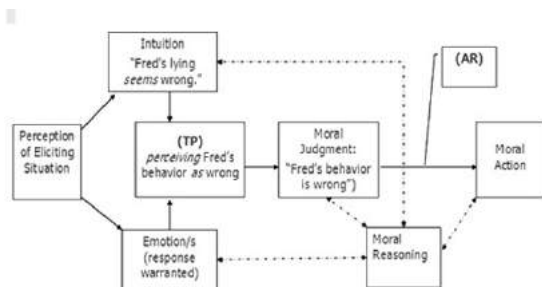
Figure 1 Moral Skills Measures Model (Wright, 2006: 23)

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

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

individuals' mind, then an assessment is produced by the moral reasoning.

A review of the variety of moral guidance approaches demonstrate three approaches that are developed and implemented up to now. Each of these is an authoritative approach, a liberal approach, and a value clarification approach. First, an authoritative approach is known as a moral teaching approach, because educators are placed as interested parties to transmit moral values which they respect, while the students are seen as the party needed to receive then practice the moral teaching.

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

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

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

METHOD

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

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

assessment instruments, (6) developing counselling strategies, and (7) the developing and selecting guidance material.

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

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

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

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

The data for the field tests were collected from the students who have followed the program of moral guidance. In this case the students are required to provide affective responses (interesting, fun, and exciting) as well as the strategy and moral guidance package. The analysis was carried out by using arithmetic mean test for one sample t-test. The calculations are done by using SPSS for Windows Reease 13:00. The drawing conclusion is based on the test of the tail, with a confidence level $\alpha = 0{:}05$.

FINDING AND DISCUSSION

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

The counsellor guidance contains of: (1) Introduction, (2) Technical Instructions of Responsibility Guidance, (2) Technical Instructions of Honesty Guidance, (3) Technical Instructions of Discipline Guidance, (4) Technical Instructions of Crafts Guidance, (5) Technical Instructions of Economical Behaviour Guidance, (6) Technical Instructions of Politeness Guidance, and (7) Technical Instructions of Tolerance Guidance (Presented in 32 pages of A4 paper).

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

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

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

By taking into account to the applicability and the limitations of each approach of moral guidance, the authors advocate a blend model with the first step

identifying three types of processes in moral considerations. Each of these are: (1) the intuitive process, (2) the emotive process, and (3) the cognitive process. The second step is setting an intuitive process as a stage of probability.

When an individual realizes that there is a moral dilemma, then the moral intuitions do not necessarily appear in his mind. Therefore, as the third step, the author place the emotive and cognitive processes as a complement or a supplement to the intuitive process. The emotive and or cognitive processes function complementary when a moral intuition does not appear in the mind of the individual. Instead, the emotive and or cognitive function when the individual supplementary is less convinced by the results of his moral intuition, or when the skewness that requires to be corrected, or when his intuition are contradictory more than two or three (See Figure 3).

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

Based on the results of the analysis of the context and characteristics of students, it was revealed that junior high school students have tended to move between the habitual of verbal and visual communication. They have started to leave the comic kids which put forward the pictures, but have not yet fully accustomed to absorb verbal information from the article. Therefore, this guidance package follows the pattern of storytelling for teenagers (Junior High School Students) that is the mix between the posts verbal and the visual image. Illustration with pictures and descriptions of the sentences are

simultaneously used not only to clarify the message, but also to increase the interest of guidance material. The application of this model is in line with the Rosjidan's (2004) recommendation in order to develop the guidance package by considering three key words, i.e.: motivation, information and training.

CONCLUSION

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

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

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ABSTRACT

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

Keywords: learning assessment, kindergarten children

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

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

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

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

Kindergarten focusing to the child defends three principles: every child follow a unique development pattern. The children learn through the direct experience with different people and materials. Playing is important for the total child development.

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

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

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

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

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

Leonard (in Brewer 2007:207) writes that:

"..observation helps teachers get to know children as individuals with unique personalities, provides a basis for making educational decisions, and generates the data needed to help parents see and understand their children's progress."

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

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

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

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

Learning Assessment

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

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

Based on Ministerial Regulation of Education and Culture No 147 Year 2014,

the child of 4-6 years old has the level of development that he/she should accomplish.The level of development accomplishment includes the whole aspect of child development, that is, the development of religious morality, emotional social, language, motor physic, cognitive and art.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

METHOD

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

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

FINDING AND DISCUSSION
Kindergarten Baitul Uyun

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

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

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

Generally, the semester activities conducted on Monday ran well, however there was an incident that triggered the teacher emotion. During the process, the teacher told the children not to cheat and to do the tasks individually. If there had been a mistake, the teacher would also have helped the children to fix it. The teacher also reminded the students to write the words by spelling the letters first. For Group B, the tasks in the sheet that should be completed covering several themes that had been discussed before including the transportation theme. However, when the children were asked to mention and differentiate between the print and electronic media, they were still in difficulties. It made the teacher worked hard to explain that material in order to make the children able to complete the assignment of semester assessment. After the activity of semester assessment was complete, the teacher explained the test for the following day.

Kindergarten Mutiara Ilmu

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

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

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

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

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

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

Kindergarten Cahaya Prima

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

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

Kindergarten Cahaya Prima did not make the written schedule for the semester assessment. The assignment for the assessment was given based on the aspect of child development. The first day was for the language development, the second day wasfor the cognitive development, the third and the fourth day were unknown, and on Friday May 13 2016 was for art development.

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

CONCLUSION

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

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

growth and development. 3) A teacher should enhance his/her understanding about the learning assessment in order to conduct the assessment correctly and gives the benefit to the children, teachers, parents, and surrounding societyThis can be done by doing the comparative study to other early childhood educational institution, particularly PAUD and Kindergarten; reading literature about learning assessment in Kindergarten; and discussing with the experts.

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COMIC STRIP PRINT MEDIA:
INSTRUCTIONAL MATERIAL IN TEACHING SCIENCE

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ABSTRACT

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

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

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

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

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

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

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

METHOD

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

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

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

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

RESULTS AND DISCUSSION

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

Figure 1: Students Average Grade in Science 2013-2014
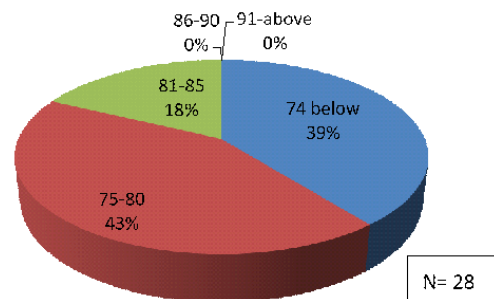
After of its first year of using of the CSPM as instructional materials in teaching Science, feedbacks from the students, co-teachers, and even the author of the instructional materials was gathered and served as basis in the revision of the of the CSPM and was used again in the next school year 2014-2015 (Phase 2). Figure 2 below shows the student's science achievement at the end of the school year.

Figure 2: Students Average Grade in Science 2014-2015

N= 34
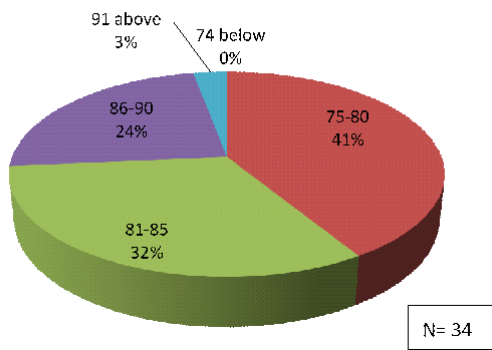
As shown in the Figure 2 above, no more students obtained a failing grade. Noting that in the first year used of CSPM there were failure students in science, and only 81-85 was the highest range of grade average. However, as depicted in Figure 2 CSPM second year of its used, many (32%) students obtained a grade range of 81-85, and 24% students even reach a grade range of 86-90, and 3% obtained an average grade of 91 above. The great percentage increase of student's achievement in Science might was attributed to the revision and modifications of the CSPM instructional material. Likewise, the classroom setting and interaction, strategies and activities in the CSPM was also modified in the 2nd year of its used.

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

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

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

Figure 4: Trends of Students Grade in Science in terms of Mean
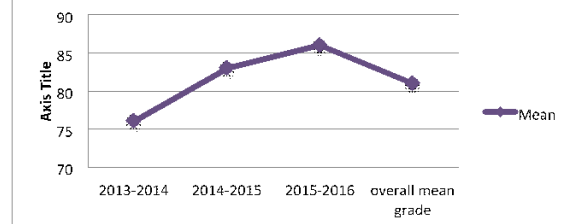
Based on student's journal logs, they said that the comic strip print media was very interactive and the activities were very engaging yet challenging. They said that even without the use of modern educational technology, still they enjoyed their learning because of CSPM instructional materials. Tenedero (1998) mentioned that peripheral learning materials like posters, charts, graphs and sayings allow students to peripherally intensify and enforce their learning and memory retention. Students can attain optimal learning and memory retention if they were given a meaningful and positive classroom, social acceptance, enthusiasm, and stimulating challenges instructional materials.

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

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

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

CONCLUSIONS

Technology is an application of science however; teachers must carefully plan with the use

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

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

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

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

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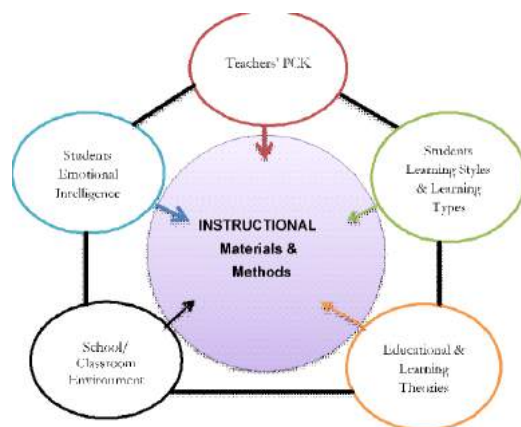
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PROBLEM STRESS IN DEVELOPMENT SCHOOL STUDENTS PSYCHOLOGY OF EDUCATION AND COUNSELING STUDENTS

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ABSTRACT

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

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

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

1. Learners are people which has the basic potential differential cognitive or intellectual, affective and psychomotor
2. Learners are humans who have differentiation priodesasi development and growth, despite a relatively similar pattern
3. Learners have the imagination, perception, and his own world, not just miniature adults Psychology is a discipline that is very beneficial to human life. Psychology can be divided into two branches, a branch of theoretical and applied psychology. Psychology can theoretically be divided into two parts, the general psychology and psychological quirks. General psychology is psychology theoretical study human mental activities of a general nature in order to seek common arguments and theories of psychology. While the special psychology is a theoretical psychology which investigates the special features of human mental activity.

Special Psychology consists of:
1. Developmental psychology, studying the development of behavior and human mental activity throughout the life span, from the time of conception until death.
2. Social psychology, studying human mental activity in relation to the social situation.
3. Personality psychology, study of the structure of human personality as a whole.
4. Abnormal Psychology, examines the mental activity of individuals classified as abnormal.
5. Differential psychology, elaborates on these differences between individuals.

Benefits of psychological development of learners, namely: (1) With the knowledge of the development of learners, a teacher will be able to provide realistic expectations of the teenagers. This is important, because if too much is expected of children of a certain age, the child may develop feelings of inadequacy if he does not reach the standard set of parents or teachers; (2) Knowledge of development can help us in providing timely response to the specific behavior of a child; (3) Knowledge of the development of learners can help teachers know when the normal development begins in earnest; (4) By knowing the normal pattern of development, enabling teachers to previously prepare children to face the changes that will occur in the body, attention and behavior; (5) Knowledge of development enables teachers to provide appropriate guidance to the child's learning; (6) Study of the development may help us understand ourselves with the psychological development of learners enables teachers to provide assistance and pendiidkan precisely the patterns and levels of child development.

DISCUSSION
The Problem of School Stress In the Development of Learners

Stress is a condition of stress (tension) both instinctive and psychologically which in result by the demands of the environment is perceived as a threat. Stress is a part of the human condition. Within certain limits, stress helps us stay motivated (eustress). But sometimes we get too much stress could reduce the quality of our performance (distress), therefore, we need to have the ability to manage stress.

To be able to manage stress, then the steps we need to do is: digging stress symptoms, understand the factors causing stress, and train yourself to do the mitigation mechanisms (coping mechanism).

1.Stress and illness

Stress increases the risk of various physical ailments, ranging from indigestion to heart disease, even keleahan think upset or stress on a person can disrupt other organs such as the liver and pancreas as well.

2. Stress and endocrine system

Stress has a domino effect in endocrine system, which is a system of the body such as the glands that produce and secretion release that called hormone (hormones) directly into the blood vessels (the other glands, such as salivary glands that produce saliva).

3. Stress and immune system

Stress makes us susceptible to disease. Eg In a study conducted by Stone et al. (1994), those who reported experiencing daily stress levels are higher, such as stress at work, showed lower antibody in their blood which to fight the flu virus. Research on stress, Hans Selye (1976) coined the term adaptation syndrome overall (general adaptation syndrome; GAS) to explain the general pattern of biological response to Excessive and prolonged stress. Model GAS states that body as such stressful circumstances alarum clock with a system that did not stop until the power runs out.

4. Stress and life changes

Changes of pleasant or unpleasant life can cause stress, positive life changes that result in nuisance rather than negative life changes. The school has a very important meaning for the life and development of learners. But at the same time, the school was also to be a source of problems. Which in turn triggers the occurrence of stress among students. At school the child is a member of a small community where there are tasks that must be completed, people need to be recognized and limiting behavior, their feelings and attitudes, life events experienced by the child as a member of a small community named school is not an uncommon cause feelings of stress in themselves.

Several studies in Indonesia also showed no stress phenomena associated with the event students live at the school.

B. Psychological Problem Student

Problems related to physical and motor development In adolescence characterized by rapid physical growth. The physical state in adolescence was viewed as an important thing, but when the physical state is not in accordance with expectations (discrepancy between body image and self picture) can cause dissatisfaction and lack of confidence.

Like wise, physical development is not proportional. Maturity reproductive organs in adolescence requires effort gratification and if it is not guided by the norms can lead to deviations of social behavior. Problems related to cognitive development and language in early adolescence marked by the rapid development of intellectual abilities. However, when the teenager did not get a chance development of intellectual abilities, especially through education at school, it may be intellectual potential will not be developed optimally. Like wise adolescence, especially early adolescence is the best time to get to know and study foreign languages. But because of the limited opportunities and infrastructure, causing the teenager trouble to master a foreign language. Can not deny, in the era of globalization, foreign language skills are essential for supporting life and Karis success person. But with the barriers in the development of the inability of foreign language will certainly some effect in the life and career success story. Delays in cognitive development and language can result anyway o n aspects of emotional, social, and behavioral aspects and other personalities. Problems associated with the development of social behavior, morality, and religion. Adolescence is also referred to as social future hunger (thirst social), which is characterized by the desire to hang out and received environment of peer group (peer group). Rejection of the peer group can lead to frustration and made him as isolated and feeling inferior. On the contrary, if a teenager can be accepted by their peers and even become an idol of course he would feel pride and honor within him. Problema behavior does not only occur with the peer group, but also can occur with parents and other adults, including the school teacher. This is due in adolescence, especially early adolescents will be marked by the desire ambivalent, on the one hand the desire to let go of dependency and can determine his own choice, but on the other hand he still needs a parent, especially

economically. In line with the growth of reproductive organs, social hubungann developed in adolescence is marked also by the desire to establish a special relationship with another type and if it is not guided actions can lead to deviant behavior of social and sexual behavior. In adolescence is also characterized by the desire to experiment and test the reliability of the existing norms, if not guided, will probably develop into a conflict of values both in themselves and with their environment.

Problems associated with the development of personality, and emotional Adolescence is also called the period to determine the identity (self identity). The identity of any search efforts, a lot is done by showing the behavior of trial and error, imitation behavior or identification. When teens not determine her identity, she will be having an identity crisis or identity cinfusion, so it may just be the formation of personality system that not describe the state of being real. Reactions and emotional expression is still unstable and not under control in adolescence can have an impact on personal and social life. He became frequently depressed and moping or he actually be people who behave aggressively. Quarrels and fights often occur as a result of emotional instability.

Factors Contributing to Stress

In general, the main factors causing stress include:

Threats. Perceptions of the threat makes people feel stress, both physical threats, social, financial, and other threats. Things will become worse if the person is a threat mempresepsikan feels that he can not perform any action that would reduce the threat.

Fears. Threats can cause fear. Fear makes people imagine will occur after an unpleasant and it makes people become stressed.

Uncertainty. When we were not sure about something, then we will be hard to make a prediction. As a result, feeling it would not be able to control the situation. Feeling unable to control the situation would inspire fear. Fear causes us stress.

Dissonance. If there is a gap between what we do with what we think, it is said that we experience cognitive dissonance, and it will be perceived as stressful. For example, if we feel that we are good people but in fact hurt other people then we will experience dissonance and feel stress. Cognitive dissonance may also happen if we can not keep the commitment. We believe that we are honest and precise promise, but there are times when situations / environments do not support us to the truth or

the right appointment. It will make us feel stressed because we are threatened as dishonest or unable to keep their promises.

Other factors that can cause stress is everyday life such as:
1. The death, either death of a spouse, family, and friends.
2. Health: accident, illness, pregnancy.
3. Crime: sexual assault, robbery, theft, pickpocketing.
4. Persecution yourself: drug abuse, alcoholism, self-mutilation.
5. Changes in the family: separation, divorce, birth, marriage.
6. Sexual problems.
7. Conflicts of opinion: the spouse, family, friends, coworkers, boss.
8. Physical changes: lack of sleep, work schedule.
9. The new place: on vacation, moving house.
10. Finance: lack of money, have money, and invest money.
11. Changes in the environment: at school, at home, at work, in the city, to go to jail.
12. Increased responsibility: their new dependents, new jobs.

In addition to factors that are common, there are six major groups of causes of stress factors, namely:
1. Demands the task
2. Control of employees, relating to how the employee do the job
3. Support obtained from co-workers and leaders
4. Relationships with colleagues
5. An understanding employee roles and responsibilities
6. How far the institution where the work negotiating with new employees. psychosomatic

CONCLUSIONS AND RECOMMEDATION
cONCLUTION

Stress is a condition of stress (tension) both naruliah and psychologically which in result by the demands of the environment is perceived as threat. Stress affecting all of us. Stress conditions can be observed from the symptoms, both emotional symptoms / cognitive and physical symptoms. If we can mark the symptoms, then we can manage it. School stress has an impact on the personal lives of children, whether physical, psychological, or psychosocial or perilaku. Negative or positive impact of the phenomenon of school stress, depending on the degree of stress that we need to tackle dialami.Stres, handled or managed by well, so that it becomes a positive stress, which

challenged students to improve the quality and ability of self, as well as the livelihoods of life can be maintained.

RECOMMENDATION

We as a person should be able to be wise educators in educating and making learning curriculum that did not make the learners have difficulty causing stress. Negative or positive impact of the phenomenon of stress from school, depending on the degree of stress experienced. High, moderate or low degree of stress experienced by adolescents due to various demands of school, largely depends on the assessment of their cognitive, mental processes continues to interpret the various situations in their interaction in the individual so that students can respond to the stress of school in a positive way, schools are required to design and implement intervention programs and training stress on students.

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CORPUS BASED CROSS-CULTURAL DISCOURSE:
THE CONNOTATIVE MEANING IN INDONESIAN AND AMERICAN POLITICAL EUPHEMISM

Rusman Roni
Lembaga: ……..
Email: …….

ABSTRACT

This article is focused on pragmatics in relation to Indonesian and American English euphemism The aim of this study is to determine whether there are some political and non-political euphemisms based on corpus. Utilizing qualitative approach, and a diachronic and synchronic study, this study is conducted on political euphemism found in Jakarta Post, Newsweek and Sindo. The main findings include the categories of political and non-political euphemism indicates that political and non-political euphemisms which appear most frequently in the article are: denial, metaphor, acronym. Thus, the results suggest that denial was commonly used in politics. The results lead us to believe that the form cannot reflect its meanings.

Keywords: *political euphemism, corpus, associative meaning*

Conceptually,corpus-based studies utilize corpus data in order to explore a theory or hypothesis, Tognini-Bonelli (2001). The corpus aims to validate it, refute it or refine it. Corpus linguistics as a method underpins this approach. Nowadays pragmatic discourse study has focused our attention of communicative competence. More specifically, this article is focused on pragmatics in relation to Indonesian and American English euphemism. One of the basic principles of political euphemism is that the disprefered expressions should be replaced by the preferred expressions to execute user's communicative intention on a given context and to avoid possible loss of face. Hymes (1974) argues that language must be studied within the framework of its social context and function. He further refers to those factors of contexts as SPEAKING (settings, participanrts, ends, act sequence, keys, instrumentations, norms, and genres). To serve the purpose, Canale (1983) stated that one has to possess grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. In the same sense, an individual has to possess communicative competence to execute the communicative intention effectively. The communicative competence includes lexicon and grammar.

This study was inspired by Roni (2000) which was conducted on a study of euphemism with a synchronic study. He continued his study based on the perspective of cultural translation to the students of FKIP UTP by using a synchronic study.Then,

Hojati. Alireza. (2012) studied Euphemism in the Context of English Speaking Media. The results indicated poverty and millitary related euphemism figured prominently in the Media. Unlike those studies, this study focused on synchronic and diachronic study. The aim of this study is to determine whether there is difference and similarity between Indonesian and American political euphemism in the respective languages. Utilizing qualitative approach, the study is conducted on political euphemism used in corpus: the associative meanings in Indonesian and American vocabulary. In order to describe the differences and similarities in cross-cultural pragmatic pcrspective, a discourse analysis is adopted, employing the grounded theory. The key instrument for this study is the investigator himself. The analysis of the data is conducted continuously through the process of displaying the data, reducing them and drawing conclusion.

The data of this research comprises of the texts written by the Indonesian and American in the editorial page, opinion and comments. This study deals with three perspectives; ideational, pragmatics and micro and macrostructure of the text. In an attempt to gain insight into the similarity and the difference between the Indonesian and American euphemism. This study investigated the political euphemism based on corpus written by the Indonesian and American editors. The major research question is put forward to direct the investigation: "How do euphemisms found in

Indonesian corpus differ from those found in American English corpus in terms of form and content?" Subsidiary questions are: a) the categories, b) the function, c) the interpretation,(micro-macro structure. ideational and interpersonal) local and analogy, mental model, knowledge of the world and context, topic framework. d) usage, e) style, f) degree of politeness, g) choice of perpective. h)Illocutionary.This study was descriptives: that it aimed at describing the appearance of political euphemism in Indonesian and Amencan English vocabulary. The technique for data gathering included the analyses , materials, through intemet on-line. The data obtained were cyclically analyzed, organized and interpreted cross-cultural pragmatics and cross media, namely Indonesian and American English Vocabulary. Credibility of the data were examined by applying some of these techniques: (1) triangulation, (2) peer debriefing, (3) negative case analysis. (-I) referential adequacy, (5) transferability. While the scrutiny of dependability and contirmability, accomplished through auditing by the author's advisors.

Method of Corpus Based Cross Cultural Discourse

The cross-cultural corpus can be judged from linguistic corpus, as long as the corpus could give sufficient information.

For example (saying; dipecat). Ask the students to demonstrate their ability to write the following words in a piece of writing: euphemisms.

-Indonesia : dirumahkan
American English : given the axe

Example2. Hal 6. 25 oktober, 2016 koran Sindo.kolom 1.
Pemberantasan Pungli junjung wibawa hukum Pemerintahan Joko widodo dan JK masih memiliki kekurangan diantaranya pelayanan publik yang masih perhatian masyarakat.

Gloss: The word pungli is considered as a euphemism because it is unclear. And it is the category of acronym euphemism. whereas American used the words bribery or drink.

Corpus driven from Jakarta Post. October 29, 2016. The theme for this year's WMHD is "Dignity in Mental Health — Psychological and Mental Health First Aid for All". There are two underlying aspects to be understood: dignity in mental health and psychological first aid. Indonesia has been tackling and will continue to face these two challenges.

Speaking of dignity, we should address the stigma associated with mental illness so that dignity is upheld and respected.

Gloss: The word mental health is considered as a euphemism because it is unclear. And it is the category of one to one substitute euphemism. whereas used the Indonesian words sakit jiwa or miring.

-Indonesia : bantuan luar negeri(fogged up), American English : financial support (tansparent)
-Indonesia : dimejahijaukan
American English : put on trial
-Indonesia : lansia
American English : senior citizen
-Indonesia : penyesuaian tarif
American English : increase
-Indonesia : di gebuk (dibunuh)
American English : pacification centre

-Indonesia : dilengser
American English : made rundant
 : made redundant

-Indonesia : negara miskin
American English : emerging country

-Indonesia : surat lamaran ditolak
American English : let us call you later and don't call us
-Indonesia : wafat
American English : flight to glory

-Indonesia : dijual : privatisasi
American English : be sold out
-Indonesia : diamankan such some district leader : Romi Herton, Fahri, Yan Anton etc
American English : to be arrested

The symbol and metaphor used is different from one country to another country. and from one situation to another situation.

According to Blum-Kulka (1984), the most authentic data collection of speech acts is done via ethnographic means. It seems to us that social context should be included in the testing of cross-cultural pragmatics, eventhough the instrument used is not fully backed up by the real –life context.

Example1 of an open-ended questionnaire responded by some respondents or written discourse completion test.

Instructions: Please read the following descriptions od situations in which you might find yourself. Think of what YOU might say in response to this situation. Write your response in the space provided. Say as

much or as little as you wish- you may choose to say nothing in severalcircumstances.
Situation:
It is your birthday,and you are having a few people over for dinner. A friend brings you a present. You unwrap it and find a blue sweater.

Example2 of an open-ended questionnaire responded by some respondents.
Version A:
In a cafeteria, you accidently bump into an older person. The coffee spills all over the person, scalding his/her arm and soaking his/her clothing.
The person :Ooooh! Ouch!
Version B:
In a cafeteria, you accidently bump into a friend who is holding a coffee. The coffee spills all over your friend, scalding his/her arm and soaking his/her clothing.
The person :Ooooh! Ouch!

This type of questionnaire enables researchers to reach large numbers of respondents and statistically control for variables and analyze the data accordingly.

Apology elicitation
At the university
Ann misssed a class a day before and would like to borrow Judith's notes.
Ann...

In a staff manager's office
Tina has got an appointment, for a job interview, with the staff manager of Maju Mundur Co. The interview was tostart at 10 o'clock, but the staff manager only tur at 10. 30, as he was called to unexpected meeting.

Staff manager: Good Morning, Miss Hawkins..............................
Tina Hawkins ; That's al right. I have got plenty of time anyway.
From the answers given to (10 we can learn what preferences native speakers of a particular language have for realizing a request for action among familiar equals, a crosslinguistic comparison will help us identify the similarities and differences in strategy preferences under the same sociopragmatic constraints across languages.

Judgement Test.
at the university
A fellow student in your class misssed a yesterday's session and would like to borrow your notes.
a. Can I borrow your notes from yerderday.please?
b. Could borrow your notes from yerderday. Please?

c. Would you mind If I borrow your notes from yerderday?
d. I misssed yesterday's notes can I borrow your notes?
e. I misssed yesterday's notes could I borrow your notes ?

In a staff manager's office
You have got an appointment, for a job interview, with the staff manager of Maju Mundur Co. The interview was tostart at 10 o'clock, butr th staff manager only tur at 10. 30, as he was called to unexpected meeting.

Staff manager turn to you and say:
Sorry to have kept you waiting
Sorry Iam late, I hope I haven't kept you too long.
I was unavoidable detained at a meeting.
I am sorry I was held up.

FINDING AND DISCUSSION
The main findings include first of all, political and nonpolitical euphemisms are context specific culture. Indonesian political euphemism commonly use passive form rather than active form. whereas, Americn used active form.

The categories of political euphemism indicate that euphemisms which appeared most frequently in the news media are: hyperbole, denial, metaphor, acronym, borrowed term and informal style, litotes. Other categories, such as euphemistic dysphemism, synecdoche, were disappeared. Thus, the results suggest that there was no difference in category of political euphemism between Indonesian and American. Of the twelve categories of euphemisms, seven categories appeared in both the texts of Indonesian and American. Secondly, the Indonesian and American political euphemism only differ in usage, degree of politeness, illocutionary transparency, sentence construction, social status, the choice of perspective. Thirdlv, both Indonesian and American euphemisms do not differ in function, interpretation, style(s), syntactic structure, sources, categories and underlying principle and values. The results lead us to believe that the difference is on the content of political euphemism rather than on the form.

The specific findings of the study were as follows. Firstly, the differences are only in the attitude and feelings toward the norms and values of each country. More specifically, in terms of lexicon: American use long winded construction, whereas Indonesian use simply plain construction, in

relation to grammar: voice, Indonesian uses passive voice more often instead of active in terms of politeness, whereas American uses active voice in achieving the politeness. Tense, American uses present perfect in achieving the politeness instead of present tense.

Furthermore, in line with the function of political euphemism, the Indonesian political euphemisms and American English euphemisms do not differ in terms of the functions. In other words, they are the same in functions according to the classification of textual function by Halliday. The text functions of political euphemisms are classified according to the way in which they contribute to the content of the text. In the text under consideration, four functions are seen, according to whether the expression primarily informs (conveys new information), evaluates (conveys writer's opinion or attitude), modalizes (conveys writer's attitude toward the truth-value of his utterance or writing), or organizes and functions as a discourse signal. To these four functions may be added a fifth, the political euphemisms that show a reader's reaction to something in the linguistic situations, namely apology, denial, convince, request and criticism, curse, question. With respect to the denial, the findings suggest that there are several subcategories of denial such as background information, text processed-information, unfulfillcd expectation, comparison and contrast, reason and apology, correction, condition, comment, saying thank as a refusal and covert please.

With regard to the styles in political euphemism, the Indonesian political euphemism and American English political euphemisms do not differ, and the four styles appeared in the text, such as formal, consultative, casual and intimate, only one of the five did not appear that is a frozen style. Next, the finding reveals Indonesian and American political euphemisms are similar in the sources like religion, biology, mechanic and kinship as reJlected in the political euphemism corpora. With regard to the choice of perspective, the result shows that Indonesian and American perspective in political euphemism differ. There are three perspectives, which are different. They are grammatical, rhetorical and contextual perspectives.

On the basis of the finding, political euphemism is not necessary as a political euphemism in all contexts. Political euphemism is used to fog up communication. In addition, these findings provide evidence that each country has culture-specific connotation. Indonesian politician more often violates the cooperative principle rather than American politician. The results suggest that the presence of unique sets of cross-cultural variation can be used to explain the problem of specific connotation and its political euphemism.

There are some implications. First of all, to the curriculum designer, the material designer and syllabus writer could give the place of covert grammar and political euphemism in the English and Indonesian teaching and learning interaction. Second, to the English discourse analysis teacher, it is worth noting that discourse analysis is one of the methods to analyze the Indonesian and American euphemism. Third, it is recommended that the intercultural euphemism research be more intensively conducted so that it can eliminate the possible misunderstanding because of political euphemism. Fourth, to the language learners, since language cannot be separated from the culture of its native speakers, language learners need to be familiar with the culture of the native speakers as the target language and euphemism is culturally bound, language learners need also to be familiar with it. Fourth, the principle of rukun (live in harmony) or of conflict avoidance needs to be disseminated nationally or internationally for the sake of maintaining the world peace. At last, a comparative study of euphemistic uses in Indonesian and American may also be useful to give us insight as to whether or not euphemism plays an important role in intercultural communication as the diplomats do in cross-cultural communication.

Categories

The study reveals that Indonesian and American political euphemisms are similar in kinds rather than in degree. For example, Indonesian political euphemisms are in the forms of metaphors, such as otak kekerasan di Aceh: Pak Harto, rapot merah Habibie, Gus Dur tidak dapat rapor merah namun cuci piring, they are the same as those found in American political euphemisms, such as kick the 6ucket, in the hands of congress. Aside from the form of metaphor, the other fonns such as hyperbole, denial, acronym and borrowed terms are also found in either Indonesian or American euphemism. In short, Indonesian and American political

euphemisnis do not differ in categories. It means that to a greater cxtent, every language does not differ in categories or the forms of political euphemism but they differ in other aspects. This is because euphemism is universal. Another reason is that although euphemism is universal, it has a culture-specific connotation. In other words, it is culturally bound or it is context-dependent. Furthermore, with respect of the content of the political euphemism, Indonesian political euphemisms tend to be high context culture, whereas American political euphemisms tend to be low context culture.

In response to the first question, the similarity and difference in categories of euphemisms found in Indonesian and American political euphemism are put fonvard: First, the Indonesian political euphemisms are presented, then the American political euphemisms are compared. The corpora no: 1, 2 written by Indonesian and American writers in the respective languages illustrate the kind of denial.

(1) Text 129 (IND129) *Surya* November 27, 1999: pagel5, column3

Hamzah Haz Kaget `Dicopot'
GUS DUR: TIDAK TERKAIT KKN
Surabaya, Surya
Presiden K.H Abdurrahman Wahid membuat kejutan lagi, Dr. Hamzah Haz yang baru sebulan menjadi Menko Kesra/Taskin, Jumat (26/11) kemarin diganti Prof. Dr. Basri Hasanudin. Pergantian yang diumumkan sendiri oleh Gus Dur di Istana Negara itu membuat kaget Hamzah Haz.
Hamzah kaget terhadap pemyataan diterimanya pengunduran dirinya oleh Gus Dur, padahal dia tidak dihubungi (lagi) sebelumnya," kata Faisal Basir Ketua PPP, di DPR, seusai bertemu Hamzah Haz. Setelah itu Hamzah Haz menemui Gus Dur untuk mengclearkan bahwa dirinya tidak terlibat KKN.

(2) Text 80 (USA80) Washington Post August 30, 99 Vol. 154. No.9 Just Say No
BY JAMES CARVILLE
What I want to say to the press is "Don't ask." And what I want to say to George W. is "Don't tell." I don't have any confidence that the press will take my advice. Like drunks, they vow every four years to stop covering scandal. They go up to Harvard to dry out, and then they come back craving more. But I think the Governor just might listen to me, not only because my wife Mary is a friend of his and a supporter but because I've seen my share of scandals. So why should he keep quiet? Because once you start answering, you're never going to be able to stop. Cocaine? How many times did you do it? Where? Who was your source? (That person might still be at large!) It's like an elevator that has no down button. It just gets higher and higher. They'll try to trick you into answering questions. First they'll say, "It's not about drugs; it's about"--fill in the blank. It's about "judgment" or "honesty" or "security clearances." Forget it. It's always about the drugs. The other thing is not to be seduced by the claim that if you just answer this one question, it will all be over. The next time you get a drug question the only appropriate answer is, What part of no don't you understand?

As can be seen from the corpora in the political texts C, D. Indonesian political euphemism is in the metaphorical form, and is employed frequently. While in American political euphemism, the form of metaphorical euphemism also exists as it can be seen in the text C, and text D in the appendices C. Textsl, 2, and D.Texts 6,8. To summarize, the Indonesian political euphemism uses those seven categories. In addition, the American politician euphemism also uscs the seven categories. It appears that the American tends to use the same categories as do the Indonesians. These results can be explained by considering the associative meanings in the context of political euphemism. And this is consistent with the earlier findings suggesting that those seven categories appear in the politican euphemism (Hoggart, 1985). Table 4.2 illustrates the kinds of political euphemism in Indonesian and American.

Viewed from the above table, the category concerning both the dead and fresh political euphemisms appears in the political corpora. For example, resesi, memancing di air keruh as dead euphemisms are still used in this refotm era. Corpus no3 represents the kind of dead euphemism, namely imperialisme.

(3) Text2-3(ItiD24)Tokoh. 27 September, 99: Hal 5, kol 1. Permadhi SH Ganyang neo-Imperialisme

Perspective

With regard to the choice of perspective, the result is congruent with Blum Kulka's (1989), Ewald's (1983), Fowler's (1986)findings. They find that there are three perspectives, like grammatical, rhetorical (psychological), contextual (spatio temporal) and or ideological perspectives. For example, the perspective of government, Indonesian political euphemisms are writer-oriented, such as " perusuh, gerakan

pengacau" Aceh. As a matter of fact, the writer is not on the perspective of the members of GAM, in other words, He argues for the government. Furthermore, particular political euphemistic expression is a euphemism for insiders (ingroupers) but it is a dysphemism for outsiders (outgroupers). Consider the example. GAM has a deterrent (euphemism) against the government as GAM's opponent threat (dysphemism). in addition, when it is in the perspective of the society or GAM members, they use the euphemisms such as, "dernonstran, arnuk massa, perusuh, gerakan Aceh merdeka". They are not the same as those found in American political euphemisms, such as "Would you lend me your money?" "Could I borrow your money?" Aside from the writer and reader, some grammatical sentences are used to make the sentences more polite. The data from both Indonesian and American euphemism suggest that every language differ in the choice of perspective in other words, the context determines the choice of perspective.

The results of this study on the specific aspects of perspective are consistent with BIum-Kulka (1989). The Indonesian and American political euphemisms differ in the choice of perspective. The difference is Indonesian euphemism is writer- oriented whereas American is reader-oriented. For example, "perusuh di Aceh or pengacau keamanan" is used when it is in the government perspective. Conversely, in the society's perspective or reader-oriented, it is called " tabligh Akbar". On the basis of these findings, it is likely that the political euphemism differs in the choice of perspective.

Usage

In terms of the aspect of usage, this finding accords with Kuntoro's (1999) finding. The finding indicates that Indonesian frequently uses passive voice, instead of active voice in achieving the politeness. E.g. "Bapak President dimohon untuk tidak membuat pernyataan kontroversial lagi", whereas in American they say, "I request you to take the seat or please, sit down", although" please be seated" is also used, it is, however, rarely used in the daily conversation. Once in a while, American uses article `the' instead of `our'. For example, it is the government, instead of our government, especially in the political campaign. While in Indonesian context, the article is used in

addressing someone: Bung, such as Bung Karno is used to achieve the politeness. This present study is similar to the finding of Tampubolon (1998). He asserts that euphemism should be political however, many political euphemisms are not polite. In contrast, Allan and Burridge (1991) find that political euphemism tends to deceive the public opinion and it is still euphemism. It means that the political euphemism has a certain construct. By political euphemism is meant the substitute of dispreferred expression to preferred expression with certain motivation from politeness to deception.

Principles and Values

As viewed from the aspects of the underlying principles for using the euphemism for both Indonesian and American, the present finding agrees with Kartomihardjo's (1979) and Suseno's (1993) finding. They claim that the principles and values of indirectness in Javanese are: 1) signs of education, 2) principle of social harmony, 3) principle of saving face, avoiding loss of face.

According to Kartomihardjo (1979:25-26), the basic value among Javanese is 'urip mapan" (live in harmony). He asserts that the basic theme which runs through Javanese ethical thought is the notion of an ordered universe in which everything is harmoniously placed in a location proper to it. Three values derived from the basic value "urip mapan are tepo sliro'(taking into account others as human beings), "toto tenterein" (in order and at peace). Compared to what is stated by Kartomihardjo above, the term "hormat" in the present study is approximately similar to "andhapasor", conflict avoidance is similar to "toto tentrem", and "empan papan" is the same as "urip mapan".

CONCLUSION

In short, more specifically, the cross-cultural pragmatic discourse should be developed and administered by including the context and circumstances. The cross-cultural pragmatic test in this article focused on the similarities and differences between Indonesian and American English euphemisms. by including the political context and circumstances written in the news media. Of the twelve categories of euphemisms, the hyperbole, denial, acronym, borrowed terms frequently appear in the texts in the respective languages. The data from

Indonesian and American English political euphemistic corpora suggest that there is no difference in form and function but they differ in degree of politeness. In addition, this is because what is polite in one culture is not polite in other culture. Indonesian politician prefers a hyperbole too. For example, "berpulang kerahmatullah". Indonesian borrows the word "crony" from American euphemism. Once in a while the euphemism exists in Bahasa Indonesia, but it does not exist in American Euphemism., For example, the euphemism "pecundang" means "loser, in American, it does not exist, or it is direct to say "lose" and or "loser". In addition, the taboo term sex, on "seN education" it is too direct to name, but in Bahasa Indonesia, there is a euphemism for that term, namely "pendidikan reproduksi". Therefore, the word "sex" is not common anymore. Another example is blue film, pornographic film, is called" in Indonesian "film orang dewasa". In US, it is called adult film and adult book for pornographic book. One possible conclusion is that the forms and categories of Indonesian and American political euphemisms under study do not differ but they differ in the content. And the intention in avoiding the loss of face may have compensated the uses of those political euphemisms.

In response to the research question about the functions of euphemisms, the Indonesian political euphemisms and American English euphemisms do not differ in terms of the functions. In other words, the results of this study are similar to the findings of Halliday and Rasan (1992, 1976) and Moon (see Coulthard, 1994) who state the te functions are decided with respect to the ideational and interpersonal components: ideational function like logical(organizational), experiential (informational), and interpersonal like situational, evaluative and modalizing, the current study finds that political euphemisms are decided in relation to ideational, like interpersonal and textual function. To these functions may be added other functions, that show a reader's reaction to something in the extralinguistic situations, namely apology, denial, convince, curse, request, criticism and question. On the basis of the findings, it can be generalized that the political euphemisms are commonly used almost in all language functions. In general, Indonesian and American English euphemisms do not differ in function, they differ on meaning .

This finding, to a certain extent, means that there are twelve categories of 1) Background information. Pak Harto said: Saya tak punya sutu senpun is and there no tax cut, If I am a President of'USA. Bush said, 2) Text processed tion. E.g. Golkar tidak pecah tapi hanya beda pendapat. Next, Amien Rais said:Perte muan kami bukan di belakang layar. There is disagreement in the Pentagon Kasovo. Cohen said.3) Unfulfilled expectation. E.g. Tidak ada merdeka untuk Aceh. There is no air strike on Suddam Hussein. Clinton said, 4) Compare and . E.g Soeharto said: Data Time itu tidak benar. Albright's statement about o is not right, 5) Modality. E. g. The nuclear weapon may be not so dangerous. Dur said: Belum tentu terlibat KKN 3 menteri itu, 6) Apology. Please, apologize army troop for the bombing. Thai is an accident. Clinton .said. Maqf atas pengeboman duta China dan kejadian itu merupakan kecelakaan. Maaf Akbar Tanjung atas kesalahun Golkar di masa lampau. 7} Please, as a refusal such as said: Silakan Protes, mereka kan tidak tahu persoalannya. Begitu aja kok, 'please, make a fair election if you want an IMF loan. Albright said, 8) as a refusal. Take the example of President Richard M, Nixon, who shortly resigning as President of the United States said at a press conference, " I am not a crook ". Instead of saying " I am an honest man ". Next, Gus Dur said. "Perlu semprotan pada tetangga untuk memadamkan gejolak di Aceh, 9) Correction Golkar tidak pecah, hanya berbedas pendapat. Akbar said. There is no comment about Kosovo. Cohen said., 10) Condition as refusal. Habibie said: "Saya bersedia mundur asal kanstitutional". Please, settle Buloggate, if you want the fresh money from IMF. Albright said, 11) Alternative as refusal. Megawati masih bisa jadi bersatu sungguhpun tidak menjadi ketua umum PDl-P. AL-Gore can be a president of the USA, as long as he is a green state. (:Bill Clinton said., 12) Thank as a "Terima kasih atas kritikannya terhadap Golkar". Akbar Tanjung said. There is indication that political euphemism is a kind of an avoidance language and evasive on. In the trade of politics, euphemism is a good instrument of denial and or refusal. This study examined the aspect of political euphemistic sources. Indonesian and American English political euphemism has similar sources as reflected in the corpus. First is religion. For instance, Indonesian political euphemism uses some obtained

from religious source (God sovereignty such as "Khilafah")., G 88 means emerging country : negara miskin.

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SELF REGULATED LEARNING TO INCREASE LEARNING OUTCOME FOR STUDENTS OF JUNIOR HIGH SCHOOL

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ABSTRACT

Self-regulated learning is very important for learning process in the schools. Because,The regulation of the students involved three important aspects, they are (1) metacognitive, (2) motivation, and (3) behavior. If these aspects regulation of students is achieved, it can support student achievement. It is needed to be applied for student through the implementation process of the guidance and counseling program. If students can be actively involved in the learning activity, it can generate ideas, feelings, and actions to achieve learning outcome. The Student learning outcome is maximum learning achievement and the learning outcome maximum. So, it is function of the counselor to improve self-regulation of students in learning through the process of guidance and counseling program.

Keywords *self regulated learning; learning outcome, self regulated learning*

The development of science and technology is growing and evolving rythm with populations, it is also including in the learning process. Of course,It will have implicated for the students who were still studying, such as the students of junior high school. They need to prepare themselves, so that one day they become a person who is able to compete in national and international.

It is undeniable that education is one of the main factors to make human resources into competitive forces that are able to compete. Now, Indonesia is entering the era of AEC (ASEAN Economic Community). Inevitably, The perfect education is everyone goals as the effort to support the human beings who are able to compete at National and International level. Competitive resource require hardwork from many part, such as the parents, the students themselves, the public, and no less important is the educational institution, which it is the Junior High School (SMP). Because of the scale of this school, the students are in the transition from childhood to the teenage years.

One part that can be maximized by the school to improve student learning outcome for Junior High School is self-regulated learning. Self-regulated learning is very important in learning process in the schools. Self-regulation can be described as an activity of students in achieving a goal. Because, self-regulation can establish themselves in determining the attitude, especially for students in achieving maximum learning outcome.

According to Mukhid (2008) that self-regulated learning are generally characterized as active participants who control efficiently the learning experience of their own different ways, include determining the productive work environment and using resources effectively, organizing and training information to learn, maintain a positive emotional during academic tasks, and maintain a positive motivational thinking about their capabilities, the value of learning, and the factors that affect learning. Self-regulation (self-regulation learners) through experience and self reflection (self-reflection).

Meanwhile, according to Donker, etc (2013) self-regulation in learning is a complex process, because it consists cognitive, motivational and contextual elements. Thus, the learners who have self-regulation will have a component of self-regulation that support learning outcomes, these are (1) the control of cognitive and cognitive regulation, (2) the regulation of motivation, (3) the regulation of behavior, and (4) the regulation of the context (Pintrich in Rachmah, 2015). So it can be seen that self-regulation covers three important aspects, namely (1) metacognitive, (2) motivation, and (3) behavior (Zimmerman in Ghufron, 2011).

There are several processes in the self-regulation of learning that needs to be done with the dimensions of the performance results, these are self-monitoring, self-judgment and self-control (Latipah: 2010). Furthermore, Zimmerman (1990) in Latipah (2010) identified some learning strategies commonly used by self-regulated learner, such as: self-evaluation; organizing transforming; goal setting and planning; seeking information; making and checking records (keeping records and monitoring); set the environment (environmental structuring); self concequences; rehearsing and memorizing; looking for some help (seeking social assistance) to peers, teachers, or other people; and

also reviewing notes and textbooks (review records).

Related to student achievement, so self-regulation in learning is a process that helps a person manage itself primarily in terms of learning that involves thoughts and actions with the aim of winning the desired target. The main applications of self-regulation in learning strategy is planning, monitoring, capable of completing various tasks in the classroom, and evaluate student learning outcomes. In this regard, teachers have an important role in guiding and control the students. To improve self-regulation in learning, teachers must teach students the kinds of cognitive processes that can help learning and memorable.

The changing process in human personality through improving the quality and quantity of behavior, skills, knowledge, thinking skills, and other capabilities. In the changing process can be obtained learning outcome suitable the studied program. Morgan (2000) explains that the changing caused from learning will be indicated by the learning outcomes. The purpose of learning outcomes to obtain information about the effectiveness of the learning process, while learning results obtained will provide information from the method applied learning will provide positive results in achieving optimal learning goals.

Sudjana (2003) said that the learning outcome is changing in behavior which covers the areas of cognitive, affective, and psychomotor owned by students after receiving a learning experience. Gagne (1985) said that student learning outcome acquired abilities of students in learning activities. For the measurement of learning outcomes of Gagne's theory suggests five aspects: (a) intellectual skills skills; (b) verbal information; (c) cognitive strategies; (d) attitude attitude directed through learning activities; and (e) the ability of the motor.

According to Bandura (Alwisol, 2009: 357) self-regulation is the ability of human beings or individuals ability to think, and with them, their ability to manipulate the environment, so it caused the changes in the environment as a result of that desire. Meanwhile, According Donker, etc (2013) self-regulation in learning is a complex process, because it consists of cognitive, motivational and contextual elements. Metacognition is one of the processes that control these elements and the basis of self-regulation in learning.

Components of self-regulation in learning on learners consists of (1) the control of cognitive and cognitive regulation; a cognitive and metacognitive activities, (2) the regulation of motivation; include attempts to arrange a variety of motivational beliefs, behavior regulation; is an aspect of self-regulation that involves the efforts of individuals to control their own behavior, and (4) the regulation of the context; an attempt to control the context in the face of classroom learning (Pintrich in Rachmah, 2015). So it can be seen that self-regulation includes three aspects are applied in learning, they are metacognitive, motivation, and behavior (Zimmerman in Ghufron, 2011).Then, in the learning process to achieve learning goals, self-regulation in the study has three phases, that are :

(a) The Phase *forethought.* This phase along with its processes, be functioning to inforce the individuals commitment to act and prepare themself to do something that required in learning. This phase is divided into two main processes,they are task analysis and self-motivation. (b) The Phase *performance.* This phase helps the individual focus on individual tasks and assist in optimizing the performance of his study, which is divided into self-control and self-observation. (c) The Phase *self-reflection.* In this phase, the individual must make sense of their learning experience or to reflect on what he had done. The process in this phase consists of the process of self-assessment and self-reactions, (Zimmerman, 2011).

While Ormrod (2009: 38) explains that the process of self-regulation in the study of which is essentially metacognitive, regarding (1) the determination of the destination (goal setting), (2) planning (planning), (3) self-motivation (self-motivation), (4) control of attention (attention control), (5) use of learning strategies flexible (flexible use of learning strategies), (6) monitor themselves (self-monitoring), (7) proper help (appropriate help seeing), (8) self-evaluation (self-evaluation).

DISCUSSION

Good education is the desire of the government as the effort to support the creation of quality human. This is accordancing with the President's program that embodied in Nawa Cita Jokowi - Jusuf Kalla 2014-2019, which said, "improving the quality of Indonesian human life". Improving the quality of Indonesian human has required improvements and performance enhancements in education. For example, the government's policy to raise the value of standardization graduation each year.

This is must be done because, in fact that has not been in line with expectations at the government. Indonesia's competitiveness according to the World Economic Forum (2007-2008) was at 54 of 131 countries. When viewed from the ASEAN countries is much lower below Malaysia was ranked 21th and Singapore order to 7. According to the report of the National exam

results in 2010 gained national exam students are less than 5 to mathematic is 9.07% english 6.95% 0.53% Indonesian. Thus, when compared with other areas of study it is clear that the results of student learning in mathematics is still low (Mustari, 2011).To overcome their fear of learning outcomes, it is required preparation of the various components, one of which is the development of self-regulated learning in self-learners.

It was explained that one of the things that affect the outcome of learning is self-regulated learning. Self-regulation in learning is the ability, responsibility, and one's strategy to regulate and manage itself in terms of learning. This ability is a combination of knowledge, attitude, and behavior that comes from within themselves to continue to develop themselves and achieve a desired goal that is monitored by himself from the process until the result.

Self-regulation includes in three aspect that is applied in the study, namely metacognitive, motivation, and behavior. The process of self-regulation in the study which is essentially metacognitive, as follows: (1) Setting goals (goal setting), (2) Planning (Planning), (3) Self-motivation (Self-motivation), (4) Control of attention (Attention control), (5) the use of learning strategies flexible (flexible use of learning strategies), (6) Monitor self (self-monitoring), (7) Finding the right help (appropriate help seeing), and (8) Evaluate yourself (Self-evaluation).

Junior high school students as a target service from BK teachers are one of them in learning part. BK teachers serves to set the students' learning process starting from the motivation, set a strategy in learning, determining the specific method, carry out the task or homework the teacher, monitor learning outcomes, and evaluate student learning outcomes. This service is provided to students so that students are able to become active learners for himself, also set itself especially in terms of learning. Which is all of that will be used as a preparation for their future.

Students who have self-regulation in a good learning is the students who are active in the learning process, both metacognitive, motivational, and behavioral effects. They produce ideas, feelings, and actions to achieve learning goals. Metacognitively they could have a particular strategy that is effective in processing information. While the motivation is about the spirit of learning that are internal feeling. As for behavior, the display is in the form of concrete actions in the study.

CONCLUSION

Now, Indonesia is competing with other developed countries, especially MEA competition is in sight. To be able to compete with other ASIA countries, governments do a variety of ways to boost the quality of Human Resources competitive. One of them is the boost that junior high student learning outcomes can be gradually increasing. One strategy that can be etched to improve student learning outcomes are educational institutions which in this case is a Junior High School (SMP) to maximize the performance of counselors to design guidance and counseling program for developing self-regulated learning in junior high school student. The assumption is that if the student has self-regulated learning, then students will also be able to improve student learning outcomes.

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TEACHER CAREER DEVELOPMENT THROUGH PROFESSIONAL COMPETENCE TO IMPROVE THE QUALITY OF TEACHER

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ABSTRACT

The improvement of teacher professional competence is career development process which is an important component for teachers in educational system. Teachers are required to be able to become a whole person, where the teacher serves as a facilitator, motivator, and dimanisator in the instructional process of students or learners. The realization of these functions is not easy, a lot of challenges to be faced by a teacher and lecturer. The purpose of enhancing professional competence of teachers is done by a series of career guidance in accordance with the demands of quality development. In carrying out its function as a functional position, a teacher is able to carry out good, qualified, professional functions as career guidelines. There are several steps that can be done by teachers and lecturers in implementing development guidance which are included in four teachers' competencies, namely, (1). Pedagogic competency, (2). Personality competency, (3). Social competency, and (4). Professional competency. However, 10 teacher professional competencies that are well-known competencies are outlined in PP. Number 74 of 2008. Therefore, these efforts which are to increase the quality of teachers' professional competence are similar to teachers' efforts in carrying out the process of career development.

Keywords:career, quality, competency, professional

National education serves to develop skills, increase character development, and build civilization dignity in order to educate people which aims to develop students' potentials to have strong faith to God, high noble, healthy, knowledgeable, skilled, creative, independent , and high democratic and accountable students. To reach those educational objectives, it should be preceded by adequate education process. Thus the education process can run well which all the aspects could affect student learning that give positive feedback for the students in improving the quality of education. In globalization era, formal educational institutions carry out the important tasks to prepare the quality of Indonesia's human resources (HR) in the future. In school environment (education as schooling), the professional teachers hold the key to improve the quality of human resources in future. Professional teachers are the one who perform the duties and functions to improve the knowledge, skills, and attitudes of students as the future of Indonesia's human assets.

According to Law No. 20 of 2003, National Educational System is to guide the government to engage the society and educational institutions to have primary and secondary education level to the tertiary level. This society involvement includes some aspects of planning, implementating, monitoring, and evaluating of educational programs (Law No. 20 Th., 2003, chapter 8), it also includes the obligation to provide human resources to support the education in Indonesia. Teachers as an important component in the educational system are expected to be a facilitator, motivator and dynamic factor for students learning process. Therefore, teachers are required to have competence in education. In the framework of the implementation of the curriculum, the need for teaching methods should be appropriate subjects taught by each teacher. Thus the learning process will go hand in hand with the development aspects of student learning which includes cognitive, affective and psychomotor aspects. To realize the good intentions contained of Law Number 20 of 2003, it needs the commitment from all parties, especially the government in accommodating the teachers' career development in accordance with Article 40 paragraph (1)c. career coaching in accordance with the demands of quality development.The objectives of this study are:

a. To know and to understand the definition of career development
b. To know and to understand the quality of teachers' professional competence
c. To know the effects of professional quality on the teachers' career development

Teachers' Career Development
Career Understanding

According to Kamus Besar Bahasa Indonesia (KBBI) as the Center for Language Education Department of National, character means the psychiatric, akhlaq, or character components that distinguish one to another, or it could mean significant congenital, heart, soul, personality, behavior and personality traits, and temperament character. Thus, the character is a way of thinking and acting to live and work which is approtpriate to

each personal characteristics within the family, society, state and nation. Good personality persons are the persons who could make decisions and are ready to responsible for every decisions they made. According to Majid (2011), character ethymologycally is derived from the Latin namely kharakter, kharassaein, and kharax. Also according to the Greek, character namely charassein which means to make sharp and to make the inside. Meanwhile, the word character which is derived from English is commonly used in Indonesia. Then, according to Hornby and Parnwell, character is mental or moral quality, moral strength, and the name or reputation. Then Simon Philips also stated character is a set of values that lead to a system, which underlies the thinking, attitudes, and behavior displayed. Doni Koesoema A defined characters can be understood the same personality. This personality can be regarded as human's style or characteristic which comes from the formations that is received from the environment. Some understanding of those definitions can be concluded that the condition of natural character exists in every human's soul thus this character is different to one another. The understanding of personality sense, characteristics, and the characters are often swapped at one time. This is not quite strange when the person considers to say the word characteristic, personality, and character have the same meaning at the same time because the interpretation of those terms are quite same.

Teachers career development

According to Sigit (2003), career development (career development) is literally definedas demanding person to make decisions and commit itself to achieve career goals. In general the definition of career development is the increase o f career position which is based on person's achievement, workload, and opportunities work, therefore teachers career development should be pursued by the organization concerned, namely Education and Culture Department. Then, H. Baedhowi (2010) stated Educational career development training should implement to the framework of promotional and functional positions in which the inherent capabilities and should look at the professional performances. Therefore, this training is the effort to help teachers as educators to promote their positions through the credit pooling rate of functional position. The increase of those credits must indicate the increasing of teachers' performance as the professional teachers.

2.2 Improving the Quality of Teacher Professional Competency

Teacher Professional Development

Indonesian Government Regulation No. 74 of 2008 on Teachers states teacher professional development is to develop and increase the competencies associated with the acquisition of teachers' credit rate of functional position. The activities of professional development carried out through ten different types of activities, namely (1) the collective of teachers' activities which improves their competencies and / or their profession, (2) education and training, (3) apprenticeship, (4) scientific publications on the results of research or innovative ideas, (5) innovative works, (6) presentation at scientific forums, (7) the publication of textbooks or books enrichment, (8) the publication of teachers' manuals, (9) the publication of field experience, and (10) awards for accomplishments or dedication as a teacher. From those ten professional developments above, the National Ministry through the Directorate General of Quality of Teachers' Improvement and Education Personnel (2010) has emphasized three things, they are 1) implementation of self-development, 2) implementation of scientific publications, 3) implementation of innovative work. Castallo (1992) stated professional development and career planning should be run by teachers individually and it should not run by the organization or school especially by the school's principle. School or the principal only facilitates the development, but the initiative and commitment must come from teachers themselves. But teachers and school institutions are together mutually run the effort to support and integrate for the successful of professional development program. In addition, to support the professional development programs, teachers are also encouraged to understand the rules associated with it, including (1) Regulation of National Education Ministry Number 35 of 2010 Concerning Technical Guidelines for Functional Master and Credit Figures; (2) Regulation of National Education Ministry joining withNurul Ulfatin, Teacher: Career Development or Profession Development, Head of State Personnel Board Number: 03 / V / Pb / 2010, and Number 14 of 2010 Concerning the Implementation Guidelines Functional Master and credit figures; (3) National Education Minister Regulation Number 38, 2010 Adjustments Functional Master; and (4) Regulation of State Ministry for Administrative Reform and Bureaucratic Reform Number 16 of 2009 on Functional Master and credit figures. Then, before the teacher must first understand the legislation underlying which are (1) the Act of Number 20 of 2003 on National Education System; (2) Lawof

Number 14 of 2003 on Teachers and Lecturers; (3) Government Regulation Number 19 of 2005 on National Education Standards; and (4) Government Regulation Number 74 of 2008 on Guru.Fokus PKB in Scientific Publications.

Teacher Professional Development Program

Indonesian government, especially the Ministry of National Education, revitalize the performance of teachers by tightening the requirements for anyone who wants to pursue a professional career in the field of education. With the minimum qualification requirements as stipulated in Law Number 14 of 2005, teachers are expected to really have the competence as a learning agent. Mulyasa E. (2008) mentioned teachers' competencies include pedagogical competence, personal competence, professional competence and social competence, where those are expected to be obtained fully through professional education. According Supratno (2006), to support the achievement of an increase in the professionalism of teachers, the government in this case MONE facilitates the educational activities through:

a). improving the quality of teachers through the implementation of affirmative action in each educational level, b). increasing the teachers' professionalism through upgrading / training cooperate with institutions or eductaional training, c). motivating teachers through the development of teachers' group work such as PKG, PSB SPKG, PPPG, etc., d). accommodating arrangement/ equalization of the number of teachers with the credit total of subjects they get which is appropriate to curriculum need, e). subsidizing helping teachers and fostering teachers' quality of each schools, especially private school, f). conducting the guidance of teachers' career according to teachers' functional level, and g). attempting to improve teachers' professionalism through variety ways periodically.

According to Law Regulation number 14 of 2005 on teachers and lecturers as well as PP Number 74 of 2008 regarding the educational qualification which teachers should have at least S1 / D-IV as their educational background and for non-teachers which are qualified as a teacher. Some legal mandates of two products are:
1. The Candidates of educational profession must be qualified to S1 / D-IV
2. Teachers' certificate should be obtained from an accredited college

3. Teachers' certificate for teacher candidates should be conducted objectively, transparently, and responsibly
4. Teacher professional education programs is designated by ministry of education
5. Teacher professional education program concludes with the test of teachers' competency
6. Teachers' competency test is done through a written test and performance test which accordance to standard competencies.
7. The written test should be compreherensif that includes the understanding on students, curriculum development, instructional design, evaluation, subject matter, and the concept of scientific disciplines.
8. The performance test is done holistically in terms of learning practice test that reflects the mastery of relevant, pedagogical, personal, professional, and social.

The Quality of Teacher Competency

McShane, Glinow in Martinis Yamin, (2010) stated competencies are the skills, knowledge, talent, values, drivers and other personal character that lead to the excellentperformance . Then there are some experts have a concept of competency which is often called by the term "ability" or capability that includes natural talents, and this ability can be learned by doing required task, especially the teacher's task. Gibson, (2006) explained that the abilities and skill are an innate ability or something that can be learned to complete one's duties. Wikipedia, (2006) definde the word competency as something which is standardized as the requirements of an individual to perform a specific job. Johnoson in Martini (2010) described the components of teacher competency include performance, knowledge, skills, processes, adjustment, and attitudes, values and appreciation. Law Regulation on Teachers and Lecturers Number 14/2005 and Government Regulation Number 19/2005 states teachers' competency include personality, paedagogic, professional and social affairs.Therefore, according to explanation above, it can be concluded thatteachers' professional competence is the ability, the expertise, skills and knowledge possessed by a good teacher which can be obtained from natural ability or through the acquired process of teacher training. The components of teachers' professional competency can be reflected through: 1) the mastery of science or subject matter that is broad and deep, 2) understanding the sciences related to educational matters such as educational philosophy, educational psychology, didactic-methodical, management planning, teaching and evaluation of education, 3) teachers' properties, 4) full attention to students' development, 4) well-

communication in transferring subject matter, and 5) as the researcher. Then the teachers must really concern to improve their quality through those five componenta because those components are proposed to make teachers become professional. Suparno (2000) said that improving teachers' competency could be implemented through the strategies / efforts in the form of educational training (training) such as a). In-house training (IHT), b). The internship program, c). Schools partnership, d). Distance learning, e). Gradual training and particular training, f). A short course in LPTK or other educational institutions. g). Internal coaching by school, and h). Advanced training . The implementation of these strategies contributes to increase the number of teacher coaching who can assist other candidate teachers in teacher professional development. Then there are another strategies or efforts which contribute to improve the quality of teacher professional competencies which are: a).discussing educational problems, b). having Seminar of education, c).joining educational workshop, d).conducting research in educational field, e) writing books / materials, f).preparing instructional media, and g). creating technology work/artwork.

CONCLUSION & RECOMMENDATION
Conclusion

National education serves to develop skills, increase character development, and build civilization dignity in order to educate people which aims to develop students' potentials to have strong faith to God, high noble, healthy, knowledgeable, skilled, creative, independent , and high democratic and accountable students. To reach those educational objectives, it should be preceded by adequate education process. One such process is teacher career development as the educators which is implemented through promotion of functional position in which the inherent to capabilities of their professional performance. Therefore, the constructions of teacher career development are to be planned to help teachers be well-qualified. This promotion should indicate the increasing performance abilities as the professional teacher. Professional teachers should have the some competencies such as pedagogical competence, personal competence, professional competence and social competence which are expected to be obtained through fully professional training. In order to improve the quality of professional competency, this competencies can be obtained through educational training for instance: a). Discussing educational problems, b). Having Seminar of

education, c). Joining educational workshop, d). Conducting research in educational field, e). Writing books / materials, f). Preparing instructional media, and g). Creating technology work/artwork.

Recommendation
1. Improving the quality of teacher professional development should be planned and be implemented optimally to achieve the objectives of qualified teachers who have high competencies to produce professional teachers.
2. The development or improvement of teachers' professionalism strategies should start from the awareness of teachers themselves to always strive to develop itself into a better.

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DEVELOPMENT OF LEARNING SOURCES BASED ON THE CHARACTER EDUCATION ON MATHEMATIC LESSON IN CLASS VIII OF SMPN 1 TULUNGAGUNG

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Emaial: ………

ABSTRACT

This article is a research and development of learning resources based on character education that uses the principles of product development from Borg & Gall, which include: the introduction, development, field testing and dissemination. By using the steps in the research and development, program development model of learning and development steps of learning resources, can be produced based on learning resources for character education on mathematic courses is effective in class VIII. The quality of learning resources based on character education in the results of this development, of the various aspects can be expressed either. The use of learning resources based character education can impact both on learning outcomes, and affective aspects of learners, namely to instill and internalize the character values through learning mathematic.

Keywords: *learning sources, character education*

Teaching and learning has normative value in a natural interaction. Moreover, teaching and learning is an awareness process that has the certain objective in it. The objective of the study is like a compass to where the teaching and learning will be direct to. Therefore, the process of teaching and learning has been success if it can change students' knowledge, comprehension, and skill (Djamarah, 2000: 12). In line with Djamarah & Zain (2006: 39) stated that the nature of learning is 'change' and the nature of teaching is process of teacher's arrangement. Then, it can be sum that the teaching and learning is the interaction between the teacher and the students in order to make change and arrangement to achieve the objectives.

Learning sources is all of the sources, human, environment, and technique that can be used by the students to help their learning. Moreover, it can be the sources from students' outside and it is possible to help the students in learning process. Learning sources, hence, can be intentional by design or can be already available and directly by utilization(Hendrikus, 2009: 26).

Quality of learning can be seen from the change of students' behavior. This change of behavior related to the change of students' character, and the change of students' character itself becomes the important point in 2015/ 2016 especially in Mathematic course.

Mathematic is a subject provides knowledge to make the students more conscious that they take responsibility on the next generation and Indonesian's fate. Consequently, nation character education in Mathematic lesson should be excessive in its course disseminationespecially on its learning sources. Ideally, learning sources of Mathematic reflect character values and culture in order to internalize them to the students.

Based on the a forementione dexplanation, the researcher intents to make research that focus on development of learning sources based on the character education on Mathematic lesson in class VIII of SMPN 1 Tulungagung.

METHOD

The design of this research is Research and Development (R&D). It carries out the product to develop learning sources based on the character education on Mathematic lesson that can bridge the gap of plenty research that test the theory to producing the products that can be easily used by many students.

Borg andGall (1983: 772) defines the approach of research and development in education as "a process used to develop and validate educational products". More detail in Gay (1990), stated thatthe approach of research and development is an effort to develop effective learning product in the form of learning materials, media, strategy, or other materials used in school that is not for testing theory. Based on the two opinions could be concise that research and development in the teaching and learning is a research approach that aims to develop and

validate products in teaching and learning to improve the quality of education efficiently and effectively (AnikGhufron, 2007).

The descriptive procedural model is the model of development that is used in this present research. This model, moreover, should follow the certain steps to develop the products of media teaching. The steps are; understanding the problem of learning, creating the product, and testing the product (trial and error). In this case, if the problem of learning can be conceptualized, the product of teaching can be started doing. However, if the conceptual of learning problem do not accept and understand yet, the process of making the product should be repeated. Therefore, this ideal model is suitable for applying in research and development to produce the product of learning sources based on the character education.

In addition, other model also used module in teaching and learning due to some reasons. The first, module can describe the process of learning appropriately and continuously. The second, module can boost students' learning motivation. The third, module can be used both in pair and group.The fourth, module can draw students' attention. The fifth, module can demonstrate complicated material; hence, teacher will easily explain it. The sixth, module can be used repeatedly.

Here are some considerations of using Borg & Gall Model (1983: 775) as this present research's foundation: firstly, this model has a distinct perspective theory base. Since, its theory establishes an optimal learning methodology. This method in line with the objective of this learning sources development. Moreover, the steps of this model development are very simple but it is not strict. Therefore, it is a right way to solve the problems of learning operationally.

In addition, the model development that used in this research was adapted from model of development proposed by Borg & Gall. According to Borg and Gall (1983) the approach of this study had a ten-step implementation. The steps of it were described as follow:

(1) Preliminary study and data collection (review of the literature, class observation, and providing research framework), (2) Planning (formulating research objective, estimates fund and time allocation, procedure of research, and various forms of participation activity during the research), (3) Develop the initial product (designing initial draft of product), (4) The first trial-error (made trial of the product to definite subject and area), (5) Revision from draft to main product (revised product based on the result of early trial), (6) Test to the main field (trial of revision product to boarder subject and area), (7) Revision for operational product, (8) The operational product testing (testing the effectiveness of product), (9) Revision for final product (revised product for being effective and adaptable one), and (10) Dissemination and implementation of research and development product including planning, developing, field testing and dissemination.

Producing a quality R&D product is also needed a quality instrument; hence, it would be able to explore what desired in the product development of PBK. Therefore, as a media product that requires time and high cost, the researcher collected the data with the instrument that often used by experts or stated in many literatures. They also validated by the material and media experts to make them appropriate in its using.

The development of instrument collecting data is used trough two phases, namely instrument preparation and instrument testing.

In this phase, both research instrument and questionnaire were prepared by the researcher; while, questionnaire was prepared based on the blueprintwhich was adapted from instrument of R&D conducted by the previous researcher and with necessary modification.

In this phase, the instrument was tested to obtain feedback for better improving. Therefore, it can be used as a valid measuring tool in research. In this study, a criterion to determine the quality of instrument is logical validity. In addition, the trial was intended to know respondents' understanding through the items and to know respondents' choice through the alternative answer of each item.

In addition to the above explanation that to ensure the instrument evaluation for media and material experts should have logically validity. Therefore, before the questioner was used for collecting data, it must be consulted to the media and material experts to obtain the improvement and feedback. While, evaluation instrument for the students was tested to some students. And the feedbacks from respondents could be used to revise the instrument.

The method and the instrument of data collection describe as follow: (1) collecting data based on the concept, the researcher conducted a discussion, submit the product and evaluation form to the experts to obtain feedbacks; (2) exploring the depth material through face validity and content validity, using questionnaire based on the Likert scale, discussing with the small respondents, and observing for field test; (3) collecting data related to effectiveness and efficiency of the product was made to assess the students' work and time to be used in field test; (4) knowing the aspects of students' attractiveness through direct observation; (5) increasing the students' achievement could be seen from pre-test and post-test.

By submitting students' feedbacks which be drawn in questionnaire and analyzing the percentage and categorizing it into descriptive statistics; would be analyzed and summarized to improve the product based on the character education. To determine the percentage of the students' achievement based on KKM is defined from pre-test and post-test. Therefore, the data are obtained into excel and SPSS version 12.

We often heard about terms related to learning sources and people have used it as easy as they like. However, many of them know the libarary is one and only the learning sources among it. Whereas, they did not aware about what they use and who they meet, are the learning sources itself.

Learning sources in bced website is defined as follow: Learning resources are defined as information, represented and stored in a variety of media and formats, that assists student learning as defined by provincial or local curricula. This includes but is not limited to, materials in print, video, and software formats, as well as combinations of these formats intended for use by teachers and students.

Learning sources also defined as information are presented and saved in madia that can help the students in their learning process. The form of learning sources can be in the form of printed, video, software or combination of various formats that can be used by both students and teachers.

In line with Sadiman, stated that learning sources as everything that can be used for learning, which can be person, objects, messages, materials, techniques, and setting (Sadiman, Arief S., Pendayagunaan Teknologi Informasi dan Komunikasi untuk Pembelajaran, article, 2004)

In more detail, based onAssociation for Educational Communications and Technology (AECT, 1977), learning sources is every sources that can be utilized by teachers, in the form of separation and combination, for the sake of teaching and learning with the purpose to increase the effectiveness of learning objective. Thus, the learning sources are also defined as any place or environment, objects, and those that contain the information can be used as a tool for students to change their behavior.

Based on the aformationed explanation, learning sources can be categorized into a) natural environment where is people learned and do the process of learning. It can be library, market, museum, river, mountain, rubbish box, fish pond, etc; b) objects are the things that may change the studnets' behavior, like archeological site, temple, and any relics; c) people are everyone who has certain competence so the students can learn the skill from him/her. For example, teachers, geologist, police, and other experts; d) substance is any material in the form of written, printed, recording, web and etc; e) book is any kinds of referencies that can be read independently by the students. Like textbook, dictionaries, encyclopedias, fictions and so on; f) facts and events that happened, for example riots, disasters, or other important events.

Learning sources will be meaningful to both teachers and students when it is organized through a design tah enable one to use it. If it is not, however, other material surrounds us can be learning sources.

The module is a written book used by students to study independently without or with the teacher's guidance, so the module contains at least about learning instructure, basic competance, content, additional information, students' assigments, students' worksheet, evaluation, feedback.

A nodule can be meaningful when students can easily use it. Learning by module enable students with high achievement are faster in completing the base competence (KD) tha other students with low achievement. Therefore, the module should be described based competence (KD) to be achieved by students. It also presented using good language danillustrasion.

Jack Corley and Thomas Philip define character as the person's atitude and habits that make it possible to simplify the moral action (Samani&Hariyanto, 2012).Suyanto states character is a way of thinking and

behaving that is characteristic of each individual to live and work together both within the family, community, nation and the State (Muslich, 2011).So the character is a collection of values that lead to a system, which underlies the thinking, attitudes, and behavior displayed.According TadkiroatunMusfiroh, character refers to a set of attitudes (attitudes), behavioral (behaviors), motivation (motivations), and skills (skills).Character comes from the Greek word meaning "to mark" or mark and focus on how to apply the value of goodness in the form of action or behavior, so people who are dishonest, cruel, greedy and ugly behavior of other people say bad character.Conversely, people whose behavior in accordance with the moral code called a noble character (TPPK, 2011).

Character education is an effort to educate children in order to obtain decision wisely and practice it in our daily lives, so that they can make a positive contribution to the environment (Megawangi, 2004).According Scerenko, character education is an effort that is truly a way where the personality traits positively developed, encouraged and empowered by example, the study and practice of emulation (a maximum effort to realize the wisdom of what is observed and studied) (Samani&Hariyanto, 2012). The character education, in more detail, is a deliberate effort to develop good character(good character)based on the virtues of the core(core virtues)which is objectively both the individual and society (Lickona, et.all., 2005).

The purpose of education is to instill character and shape the nature or character derived from the trials, sacrifice, life experiences, and values implanted so as to form an intrinsic value that will be the students' attitude and behavior. The value invested in the form of attitudes and behavior of the given continuously so as to form a habit.And such practices will be of special characters for individuals or groups.

If you look at the historicity of character education in schools has a very long history.It has been practiced since ancient Greece, namely the time of Homer (Kosoema, 2011).In many places, the character education in schools had their ups and downs (Lickona, 1993).It happened in tune with the real struggles of society in which education takes place.Clearly, character education received great attention,

especially in communities that experience (and seeks rise of) moral bankruptcy (Berkowitz & Bier, 2005).

For example, in the United States, the emergence of the national movements of character education since the 1990s, could not be separated from awareness of the various parties to the signs of moral collapse of society in general and (especially) the moral youth (Lickona, 1991).At that time, they were very concerned about the increase in crime, suicide among adolescents, divorce, abortion, the habit of cheating among students, the habit of stealing goods in the store among teenagers, and others.On the other hand, many people believe that without the virtues that characterize the haik, people will not be truly happy life and society will not be able to function effectively (Lickona, 2004).The same thing is now happening in Indonesia.Various parties voiced about the importance of character education (at school).Character education is considered as one important way to overcome the moral decay of society that is already on the stage is very worrying.

FINDING AND DISCUSSION

Before use, the learning resources that are made to be reviewed by subject matter experts, linguists and experts also test character education.The trial was attended by 20 learners.Assessment of learners regarding aspects of learning shows that the media have good quality, including the categories "Good".A rating on this aspect includes 11 indicators that are reflected in the 11 items on the questionnaire.

Then do the operational field testing. The purpose of the operational field testing is to determine whether the products are already fit for use in the school without the presence of the developer.So that the product is feasible in operational use, the product packaging must be complete and already tested in any previous rules. Operational field testing has been tested on the general class and the situation is the same as in operational use in general.Feedback and suggestions learners in this phase will be used to revise the product to be the final product before it is distributed to users.

With respondents were 20 learners who provide feedback about the quality of learning resources mathematics from the learning aspect, material, character education and language, the result that the average score overall (the learning aspect, the

material aspects, character education and media aspects) with a grade of "B" , which means included in the category of "Good"

Generally the learners stated that this source of motivation and provide significant benefits in the process of learning mathematics.Based on the operational results of field testing above, can be explained as follows 1) all learners who were respondents in the trial court stated that the subjects of mathematics presented in the product easy to learn learning resources.(100%); 2) most of the learners who were respondents in the trial court stated that the concepts presented in the product easy to learn learning resources (85%).; 3) most of the learners who were respondents in the trial court stated that the subjects of mathematics presented in product sourcing learn to make the learners feel challenged to learn better because the material is relatively easy to learn and they can be actively involved in the learning process because it has been supplied worksheet which can be filled by learners.(90%); 4) all learners who were respondents in field trials stated that they want to learn a lot through the learning resources available.(100%); 5) most of the learners who were respondents in the trial court stated that by using these learning resources can be used as a way of cultivation of character values of the nation.(85%); 6) all learners who were respondents in field trials revealed that the source of this learning helps them to learn math.(100%); 7) all learners who were respondents in field trials suggest that they could measure their understanding by doing a matter of evaluation is provided for after all a matter of doing they can directly see the results.(100%); 8) most of the learners who were respondents in field trials suggest that they could be faster in learning mathematics through module provided.(85%); 9) all learners who were respondents in field trials stated that they were delighted to learn through a learning resource.(100%); 10) most of the learners who were respondents in field trials stated that they want to learn with learning resources that draw on other subjects.(90%); 11) only (25%) of learners who were respondents in field trials stated that they were confused and insecure if not accompanied at the time of learning with learning resources products.This means that 75% of learners feel able to learn independently with the product of learning resources.; 12) Most of the learners who were

respondents in the trial court stated that the worksheets provided they make the learning process more active and easier.(85%); 13) All learners who were respondents in the trial court stated that the presentation of the material with a variety of sources, such as text, images, tables, interesting.(100%); 14) only (15%) of learners who were respondents in the trial court stated that the instructions there to make them confused.The rest (85%) find it easy when using the product of learning resources so that the learning process can proceed smoothly.; 15) most of the learners who were respondents in field trials stated that they learn the material coherently.(90%); 16) in general it can be concluded that the learners can benefit by learning to use a character education based learning resources.Learners also become more motivated to learn the material presented.So the source of this learning has a positive contribution to the learning process.

After having held operational testing field, as already explained above to determine whether the use of the products of the development has a positive impact on learning outcomes expected.To know that, learners are given a pre-test and post-test to see if there is a significant improvement on learning outcomes for learners before and after using the product.Processing scores of pre-test and post-test is done with the help of Excel and SPSS program version 16, so that it can be done more quickly.By looking at the value of learners in post-test, it can be obtained the percentage of learners who achieve mastery learning with a minimum value of "70".

From the available data, it can be explained that the number of learners who achieve mastery learning (minimum value 70) after the learners using instructional media based character education, a total of 17 learners from 20 learners who take the test, so for 72.25% of learners who otherwise achieve mastery studying on certain materials in mathematics and included in the category of "Good".

From the data obtained, it can be concluded that the impact of using instructional media of mathematics courses based character education to improving the learning outcomes of learners in mathematics in the category of "good" by looking at the percentage of learners who achieve mastery learning of 72.25%.In addition, instructional media also managed to increase the

awareness of learners will be the values of national character in daily life.

After passing several tests, both the feasibility test is limited from subject matter experts, education experts characters and linguists, as well as field tests covering preliminary field testing, playing field testing, and operational field testing, product-based media education character of the development is already feasible into a final product that can be disseminated and implemented to users.The feasibility can be seen from the average ratings almost all stages, rated "B" categories "Good".This is consistent with the expectations of researchers in chapter 3 of this thesis, that eligibility is determined by the researchers, the minimum gets the value "C", the category of "Good Enough".

In addition to product-based learning resources of the development of character education is already fit for use, the products are packaged in the form of self-instruction modules so that learners can learn while applying and implementing character education.

Another advantage of the character education based learning resources development results also has tangible benefits, namely the percentage of learners who achieve mastery learning after using character education based learning resources development results, as much as 72.25%.

After the final product shaped module which has been revised by all stages of the trial and fit for use, the product can be disseminated and implemented to the user.Although the module is intended for learners, but it is possible for the teachers or the general public who are interested in mathematics class VIII.

CONCLUSSION

Based on the discussion, and the above description, it can be concluded as follows:he development of character education-based media using the principles of product development from Borg & Gall, which include: the introduction, development, field testing and dissemination.By using the steps in the research and development, program development model of learning and development steps of learning resources, can be produced based learning resources for character education mathematics courses were effective.Based on the results, the results of which are: the preliminary field testing were tested against 3 learners are

included in the category of "Good" with an average score of 3.93.Which consists of the learning aspects of 4.03 with the categories "Good", 3,93 material aspects with the category of "Good", aspects of character education 4, 07 with the categories "Good", and aspects of the media with 3.86 with the category of "Good".On the playing field testing that is tested against 10 learners are included in the category of "Good" with an average score of 4.06, which consists of the learning aspects of 4.08 with the categories "Good", the material aspects of 4.03 with the categories "Good", and aspects of the media with 4.06 with the category of "Good".While on Field Operational Testing tested against 20 learners are included in the category of "Good" this can be seen from the number of students who completed a total of 17 people from 20 learners were tested.And based on the percentage of learners who achieve mastery learning with a minimum value of "70", after using education-based learning resources this character, gained as much as 72.25% and is included in the category of "Good".

The quality of learning resources based on the results of this development of character education, from learning aspect obtained a score of 4.11, including the category of "Good".From the aspect of the material obtained a score of 4.02 is also included in the category of "Good".From the aspect of character education obtain a score of 4.07 which includes both categories.And of aspects of the language obtained a score of 4.02, is also included in the category of "Good".Overall the quality of learning resources is obtaining the category of "Good".

Products based learning resources of the development of character education is effectively used.This is evident from the t test results meanscores of pre-test and post-test that showed that the probability value of 0.000, less than 0.05, so it can be concluded that the averagescores of pre-test and post-test differed significantly.

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CULTURE HUMA BETANG (LONG HOUSE) IN CENTRAL KALIMANTAN

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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.

METHODS

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* in Central Kalimantan

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 (http:/id.wikipedia.org /w/index.php?title=Budaya&oldid=5401773). 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 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* 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 (http://www.citydirectory.co.id/news/item/rumah-betang-kalimantan-dayak-reflection-of-togetherness)

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 (http://fazzwordpress.com/2007/05/18/rumah-betang- rumah adat- dan-budaya dayak-yang-hampir-tersingkirkan).

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 (http://www.sinarharapan.co.id/berita/0506/15/sh12.html).

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 (http://www.sinarharapan.co.id/berita/0506/15/sh 12.html).

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.

CONCLUTION

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.

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EFECTIVENESS SCAFFOLDING FOR IMPROVING EARLY CHILHOOD LEADERSHIP BEHAVIOR

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ABSTRACT

The purpose of this study was to determine the effectiveness of the scaffolding in improving early childhood leadership behavior. Leadership behavior is one aspect of social development that will grow well when stimulated. Scaffolding is one way to provide stimulation to the child that are appropriate to the stages as well as the needs of children. This study is a behavioral research using experimental design with a single subject . The results showed the intervention phase two subjects have a tendency to increase the level and trend. At the time of intervention drawn decrease the level and trend of leadership behavior both subject to decline . It shows that the scaffolding is effective to improve early childhood leadership behavior

Keywords: scaffolding , leadership behavior

Leadership is part of the developmental aspects that will grow well if obtain stimulation and will disappear if it does not receive stimulation. In addition to part of the developmental aspects of leadership is also a requirement. Glasser (1975) revealed that one of the basic human needs is the need for power. Power is meant by Glasser is the power to empower others, the need to achieve success, the need to make a useful contribution, as well as the need to use the abilities and skills possessed. Based on Glasser proposed concluded that every man needs to actualize his power in order to give a contribution to others and the environment.

Everyone has the opportunity to become leaders, ranging from the smallest sphere that is a leader for themselves to a greater scope that the leader of a company or a country. Leaders needed in every social organization, so leadership needs to be stimulated start early, so that the behavior of the leadership into a behavior that has been internalized by the child. Ray (1999) stated that leadership is a set of behaviors that allow the group to complete a common goal. Based on the opinion of Ray can be seen that leadership is a series behavior and not the position of the peaks obtained through the establishment or designation.

Leadership will be realized in the event of social interaction. Leadership is the result of social processes conducted by a group of people. This was revealed by Cox (Heikka, et.al., 2012) stating leadership as a situation when the group members gather and engage with each other. The emphasis from the standpoint Cox is centered on group leadership, leadership is the underlying spirit of teamwork. In the opinion of Cox's leadership is not only the ability possessed by a leader, but a passion for group members to interact cooperate in a team.

At the early age of leadership behavior has begun to emerge, research conducted by Fu (in Shin, et al., 2004) stated that the leadership can arise from an early age. At the time of the child's social interaction will appear, followed by the other children. Further research conducted by Shin (Shin, et al., 2004) show that in early childhood characteristics of a leader's personality is characterized by dynamic, charismatic and a high level of awareness. At the time of the child to interact will appear that gives directives, orders, make requests, many children involved in an activity, encourage cooperation, and obeyed by the other children.

leadership in early childhood is a natural phenomenon and dynamic (Soffler, 2011). on the situation of education can not be determined who the child becomes the leader, but the child will bring his leadership in a dynamic situation. Leadership is the result of social interaction so that in certain circumstances a child can demonstrate leadership behavior, but in other situations the child will become a follower in the group. At an early age that leadership is not the designation of an adult, but it is a natural potential possessed by children who will appear in the child's social interaction.

Hurlock (1997) suggest that in childhood leadership with regard to social acceptance within the group. Leader in

childhood is children who have more ability in a specific field. Leadership in childhood is shown with the Traffic high communication so that children are able to persuade his colleagues to follow his will. Leadership is also demonstrated through the emergence of pro-social behavior, such as helping bring empathy and help friends and sharing.

Social development is the main asset in the development of leadership behavior in early childhood. At the age of 3-6 years are in the child's psychosocial stage of initiative versus guilt (Erikson in Crain, 1992). At this stage the child began to build the initiative in making a plan, set goals, and persistent in achieving it. Children begin to control the environment in play and social interaction. Children who are successful at this stage will feel able to lead the other children, while children who failed to be skeptical of him and the lack of initiative.

Another aspect of the development of leadership behaviors affect the AUD is a skill and proficiency (Fu and Perez in Soffler, 2011). children who have higher language skills would be able to deliver its purpose and be able to influence others to follow his will.

In addition to language skills, cognitive abilities also play a role in bringing about leadership behavior in children. Children who have higher cognitive skills that will come up with creative ideas in play (Shin, et al., 2004) so that the child looks attractive among his friends. But early childhood is still at the stage of egocentric thinking, so that children often impose its will to be followed by others.

At the age of 5-6 years old children have started doing social adjustment. Leadership behavior in children appears as a child's efforts to get the role in the group. Leadership behavior in early childhood is shown by the initiative and sensitivity towards others and the environment. The initiative shown by the emergence of behaviors to invite friends to play, child dared to lead her in the activities, children begin the activity without being asked, the child gives an idea on when playing, the child directs or instructs his friend when playing, children dared to ask teachers and friends, the son answered questions teachers with a clear voice, a child dares to speak in the group. Sensitivity is marked with the child showing his concerns at the time of trouble, children help their friends who have difficulties, children tidy up equipment that has been used.

As part of the developmental aspects of leadership behaviors need to be stimulated. One form of stimulation is to provide assistance or scaffolding so that the ability of children who are still potential in him capable actualized in daily activities. Vygotsky (in Isabella, 2007) is a form of scaffolding timely aid to be withdrawn in time for the learning interaction is happening. Scaffolding comes from within the child when he asked for help, assignment of teachers when providing scaffolding on children is stimulating children to eventually be able to demonstrate leadership behavior.

Research conducted by Sidek (2011) shows that through the provision of scaffolding can improve language skills in early childhood. Scaffolding is given through the questions submitted by researchers to explore ideas and language skills in children. Another study conducted by Shih, et al. (2010) showed that the scaffolding can increase independence and self-confidence in students studying in grade 11 in English. Scaffolding given to research Shih et al. In the form of assistance for student learning and preparation materials for students. Based on research conducted by Shih et. al and Sidek can be concluded that the scaffolding can improve a great aspects of development in early childhood and adult age.

Scaffolding is a strategy of teachers to help children achieve a higher level of perkembanganyang, but rarely used scaffolding at the level of early childhood education. Scaffolding is widely used in high-class to help students who have difficulty in learning. Based on the results of research conducted by Kasmaini (2010) showed that by giving scaffoldding can enhance the activity of students in the classroom. Based on a study of previous research applied the scaffolding to increase leadership behaviors in early childhood.

Scaffolding is one strategy to improve leadership behavior. This is because the scaffolding gives children an opportunity to reach potential levels of development without interference from the teacher. Additionally scaffolding gives children an opportunity to establish a good interaction with peers and teachers, so as to allow the emergence of leadership behavior in children. Scaffolding is used to improve the behavior of the leadership in early childhood is done through seven steps, namely (1) provides maaterial as well as activities that allow children to build social interaction, (2) set the environment and

the atmosphere of the class, (3) provide information about the duties and roles of children in completing the joint activities, (4) provide guidance for children focusing on completing activities, (5) provide words of encouragement, (6) provide examples of leadership behaviors, (7) build leadership behavior.

METHOD

The research design used in this study is to design experiments using a single subject. Single-subject design is used with the aim of researchers the opportunity to reveal more detail the changes generated during the the intervention. In the single-subject study each subject serves as the control itself That seen from the progress of the subject before the intervention, during the intervention and after intervention.Single-subject design used in this research is the design ABAB, which was developed of design AB (Creswell, 2010).

On ABAB design, namely A1 symbolizes baseline conditions before being given the intervention, B1 symbolizes the subject conditions for granting intervention, A2 symbolizes the condition of the subject after the intervention withdrawn, and B2 symbolizes the condition of the subject after the intervention is given back. Baseline both A2 is intended as a control intervention phase, while the second B is the provision of reintervention to see whether changes in the subject's behavior because of the intervention is given not because of other factors, thus allowing it to draw the conclusion that the scaffolding is effective to improve leadership behavior in early childhood.

Subjects in this study were two students in group B of early childhood education Tunas Harapan Srengat District of Blitar. This research subject initials SK and ST, the two subjects were selected based on the observation that the two subjects showed leadership behaviors lowest among his friends.

There are two types of instruments used in this study, the scenario implementation of interventions in the form of daily activity plan with the application of scaffolding and data collection instruments such as observation sheets leadership behaviors early childhood. The instrument used to obtain the data has been through expert judgments of experts and practitioners of early childhood education. Based on the results obtained interrater agreement expert

test index equal to 1 which tells us that the two instruments are valid and fit for use.

Inter observer agrement (IOA) was used to measure the validity of the data results of observation. In the IOA there are three main points to note are (1) the observer should use the measuring system in the same, (2) observers should measure on the subject and kkejadian the same, and (3) observers should be independent (Cooper, Heron, & Heward, 2007). In this study used unscored IOA interval. The validity of data in a single study subject will be visible when the first observer (researcher) and second observer there is suitability. Data to be reliable if at least two observers have a match.

Results of matches considered valid if the acidity between observer to one another observer has an index (r) $\geq$ 70% (Sujiono, 2003). presented below are a random sample of data observations about one subjectthat is ST.

Table 2. Sample Object Observations ST

session	Leadership Behavior	Observer I	Observer II
3	Initiative	3	3
	Awareness	1	1
5	Initiative	20	21
	Awareness	8	7

The result of the measurement similiarity of sessieon 3
1. Initiative   2. Awareness

$$\frac{3}{3} \times 100\% = 100\%$$ $$\frac{1}{1} \times 100\% = 100\%$$

The result of the measurement similiarity of sessieon 3
1. Initiarive   3. Awareness

$$\frac{20}{21} \times 100\% = 95\%$$ $$\frac{7}{8} \times 100\% = 88\%$$

Based on the results of the calculation of the degree of similarity in the session 3 was 100%, and in the session 5 for the behavior of initiatives have in common rate of 95% and sensitivity of 88% so that the behavior observation result declared invalid because of the degree of similarity of more than 70%.

Data analysis techniques used in this study is a visual data analysis of data obtained through observation. The data were analyzed with frequency to visualize the data in graph form in each phase. To examine the visual presentation of the data graph, note the level and trend (inclination direction) (Cooper, et. Al, 2007; Alberto & Troutman, 2009). Level analysis is used to determine how the amount of change of leadership

behaviors that occur, whether stable or varied. Visual analysis of the trends are intended to see changes in the behavior of the phase to the next phase, whether the change is good or bad so that it can be decided the continuation of interventions.

FINDING AND DISCUSSION
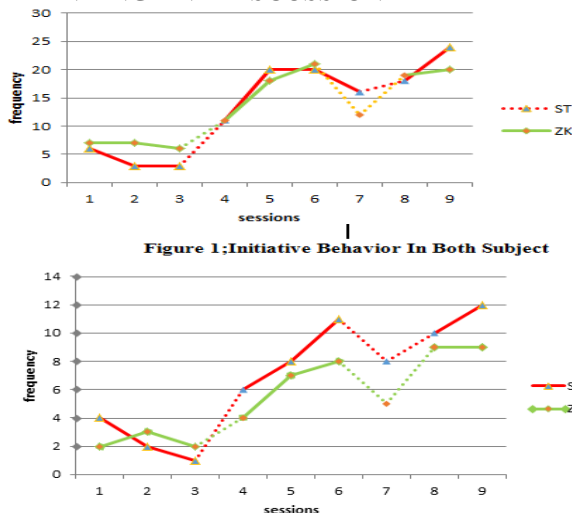
Figure 1;Initiative Behavior In Both Subject

Figure 2; Awareness Behavior In Both Subject

Based on the figure 1, during the baseline phase behavior of both subjects to have the initiative tends to be low and tends to decrease at the end of the phase. Entering the first intervention phase two subjects had increased levels, based on existing data trend has increased sharply. During the first phase of the intervention subjects ZK continued to increase until the end of the initial phase, while the subject of ZK in the second and third sessions experiencing latency. This pattern shows the scaffolding giving a direct effect on the behavior of the two subjects have the initiative.

Furthermore, both the subjects returned to the baseline or baseline enters the second (A2), a decline in frequency although not as low on the first baseline. This pattern shows the effect of the change immediately when the intervention is withdrawn. The behavior of both subjects have decreased initiative.

The next session of the intervention given back to the second subject (B2). In this phase, two subjects experienced an increase in behavior, the subject ZK has increased significantly more than the subject ST. ST subjects reached peak levels at the end of the intervention phase, namely the frequency of occurrence of behavior as much as 24 times. The data menunjkkan carry through the provision of scaffolding learning has a positive meaning (+), it has the intention that

the scaffolding is effective to improve the behavior of the initiative subject ST and ZK as part of leadership behavior.

Based on the figure 2, during the baseline phase behavior of both subjects have the sensitivity tends to be low and tends to decrease at the end of the phase. Entering the first intervention phase two subjects had increased levels, based on the data that there is a trend to increase. During the intervention phase of the first two subjects continued to increase from the initial phase to the end phase. This pattern shows the scaffolding giving a direct effect on the conduct has a second sensitivity of the subject.

Furthermore, both the subject returned to the baseline or baseline enters the second (A2), a decline in frequency although not as low on the first baseline. This pattern shows the effect of the change immediately when the intervention is withdrawn. The behavior of both subjects have decreased sensitivity.

The next session of the intervention given back to the second subject (B2). In this phase, two subjects experienced an increase in behavior, the subject of ST increased significantly more than the subject of ZK. ST subjects reached peak levels at the end of the intervention phase, namely the frequency of occurrence of behavior as much as 12 times. The data shows that the provision of scaffolding learning has a positive meaning (+), it has the intention that the scaffolding is effective to improve the awareness of the subject's behavior has ST and ZK as part of leadership behavior.

This study was conducted to two children aged 5-6 years as a research subject. These subject are identified as a child who have a lower leadership behavior at the time to follow the activities in the school. This condition is shown during the learning process of children lack the initiative in activities and lack of empathy. At the age of 5-6 years old children are at the stage of psychosocial initiative versus guilt (erickson in Dworetzky, 1990) at this stage the child began to show initiative in following the activities and it has not been shown by the subject. At the time of the activities in the school follows the second subject can not express their ideas in play as well as directing his friend when playing.

Sensitivity is one form of social adjustment in children so that he received in his group (Beaty in Susanto, 2011; Hurlock, 1997). Subject ST also do not exhibit a sensitivity when it is shown on ST activities

less involved with his friend, if there are friends who have difficulties ST only saw her condition, this makes ST less favored by his friends.

This study uses the provision of scaffolding as a form of intervention. Scaffolding is given as a form of intervention in view of the learning method that matched the levels of early life, by guiding the child slowly and with the child's own effort (Pestalozzi in Susanto, 2011). Interventions performed a total of two sessions for the first session of the intervention carried out during the third session and the second intervention as much as 2 sessions.

In the first intervention first session scaffolding will involve providing activities in groups thus allowing to happen social interaction in children, the first session of the researchers divided the children into three groups, each group consisting of 5 children this is in accordance with what is stated by wood, wood , and Midelton (in Schmitt, 2009) one of the steps in providing scaffolding is providing the materials. Other Scaffolding given to a child is to provide information about the duties and roles of children in completing activities together, in this section researchers raise children's knowledge about how to work together, the rules when doing activities together. Researchers asked children to make an agreement about the rules and ordinances of play, all rules are made based on what was raised children, researchers only reaffirm and clarify the regulations made by the children.

During the activities of researchers involved in play activities and give examples of leadership behavior in children such as offering assistance to children and to show empathy in children such as offering assistance to children and to show empathy in children who have difficulties and trying to stimulate empathy from the subject of ZK and ST. At the end of the session reviewing research about what is being done by children asking the children tell about the feelings and the action it has taken. Researchers also strengthen the leadership behaviors that have emerged during the child's activities give rewards to children who have been led to leadership behavior. In the intervention phase of the first session on the second subject of leadership behavior has started to rise, but researchers noticed that in a group of 5 children less effective because leadership is still dominated by the behavior of children

that previously had had a high leadership behavior.

In the second session and subsequent researchers minimize the number of groups to 3 children per group. With the change in the group scaffolding becomes more effective as evidenced by the increasing leadership behavior on both the subject indicated by the change in the level in the early phase of the baseline of the first leadership behavior subject is at a low level until the intervention both leadership behavior are at a higher level, an increase level followed by a change in trend is increasing.

Leadership behavior in early childhood is closely associated with social behavior of children (Beaty in Susanto, 2011). Children can bring leadership behavior when the child in social situations, the activities provided for children allows children to interact with other children. Children who do not bring leadership behavior is a child who has not had the opportunity as well as stimulation to bring his leadership behavior. Scaffolding is one way that teachers do to encourage children to be able to bring leadership behavior at school activities.

In the intervention phase subject ZK began to invite friends to play, for example, called his friend to move to sit in a group, bold storytelling within the group, though still in small groups, dared to ask the teacher if experiencing difficulties, it is in line with research conducted by Sidek (2011) showed that administration of scaffolding can improve language skills in early childhood. Subject ZK in the intervention phase was also able to give an idea on when playing, as well as the start of the activity without being asked in line with research conducted by Shih, et al. (2010) which shows that through the provision of scaffolding can increase self-reliance and self-confidence in children.

In both types of leadership behaviors that have the initiative and awareness subject ST increase is more significant. In the intervention phase ST more courage to ask the teacher as well as answering questions given by teachers with a clear voice, in contrast with that of the previous phase when given questions ST more silent and looked down, when all the activities that can not be done by subject ST he saw his neighbor without wanting to ask questions or ask for help first. This causes the subject ST less attention from his Shin, et al. (2004) stated that the leaders in early childhood is a child who is able to build relationships

(relationship) with the teacher. In the intervention phase subject teachers provide scaffolding to ST by delivering a completed activity in groups so that the subject ST had a chance to ask questions and give direction to her than that ST also has the opportunity to further interact with the teacher (researcher).

CONCLUSION

Based on the results of visual analysis can be concluded that the change from baseline of the first phase to the second phase of the intervention that changes the level of the increase and this was followed by a trend that is moving up. Changes in the level and direction of the trend is moving up showed that the scaffolding is effective to improve early childhood leadership behavior.

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QUALITY CONTROL AND ANSSURANCE FOR 5 PILLAR ROAD SAFETY STUDIES IN STATE POLYTECHNIC OF ROAD SAFETY TEGAL

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ABSTRACT

This research work has empirically investigated Quality Control and Insurance (QCA) in 5 Pillars Road Safety Studies in State Polytechnics Road Safety (SPRS), Tegal, Indonesia. 5 Pillars Road Safety Studies was seen as a timely intervention in our educational sector and as such it was introduced in 2006 in our tertiary institution in order to reduce the level of fatal accidance caused by land transport in the country. A conceptual framework was developed by the authors to illustrate QCA in 5 Pillars Road Safety Studies. Three (3) research questions were raised to guide the study and two (2) corresponding hypotheses were formulated. The case study research design was adopted in the study. A sample of one hundred (100) students offering 5 Pillars Road Safety Studies (year two) from the five schools in the college were used for the study. The multi-stage sampling technique was adopted in drawing up the sample. Questionnaire was used in eliciting information from the respondents and it was titled "Quality Control and Insurance in 5 Pillars Road Safety Studies' Questionnaire (QCIPRSSQ)". It was designed in a 4-point rating and it was in two (2) sections. Section A was on the demographic variables while Section B contained ten (10) opinion statements. The instrument was validated by experts and the test re-test method of reliability was used in obtaining a coefficient of 0.82. The data collated was analyzed using Mean, Standard Deviation, t-test and Analysis of Variance (ANOVA). One of the findings is that there is a significant difference between the perceptions of male and female students as regards factors affecting QCA in 5 Pillars Road Safety Studies in State Polytechnics Road Safety, Tegal, Indonesia. A major recommendation advanced was that there should be proper and regular accreditation exercise void of „sharp practices".

Keywords: *5 pillars road safety studies, quality control and insurance, sprs , tegal, pekalongan, cirebon city*

The recent call for the inclusion of transport safety education/studies in tertiary Educational institutions in Pekalongan tegal cirebon is an indication of its importance to employment creation, as Pekalongan tegal cirebon continues to churn out graduates that are hardly self reliant but solely dependent on white collar jobs for sustenance[1] The 2010 Global Monitoring Report (GMR) of the United Nations Education, Scientific and Cultural Organization (UNESCO), revealed that about 92 per cent of Pekalongan tegal cirebon n population survive on less than 2 dollar daily, while about 71 per cent survive on less than 1 dollar daily – a condition many have described as inexcusable, judging from the abundant natural deposits and high human population estimated at about 167 million people (2011). Imeokparia and Ediagbonya (2010) stated that the high level of poverty vis a vis the resources available in Pekalongan tegal cirebon is highly unacceptable, thus the urgent need for government and individuals to create more job opportunities for the teaming youths.

The essence of transport safety studies is to build in the students transport safety spirit and culture[2]. Transport safety studies have emphasis on "education for self-employment" rather than "education for paid employment".

This kind of education has become so important in Pekalongan tegal cirebon owing to the high level of fatal accidance caused by land transport coupled with its accompanying social vices and unrest. It is believed that this kind of education is capable of meaningfully engaging the individuals and making them more productive and useful to themselves and the country at large.

The international road assesment Programme (iRAP) gave adequate recognition to the link between education and transport safety. In the FEAP blueprint issued in January 1997, emphasis was given to transport safety training and it made its recommendation on page 16, item 32 as: Transport safety development will also be included in the curricula of primary, secondary, technical schools and universities to ensure that the transport safety culture is inculcated in graduates who will ultimately be job creators and not job seekers. Transport Safety Minister of Education in August 1988 and Transport Safety Association of Polytechnic in Asia in 1991 opined that students in tertiary institutions should be taught transport safety education in their final sessions[3].

The Federal Government in 2006 set up transport safety studies and made it compulsory for students of higher education institutions irrespective of area of specialization and in most universities, polytechnics, and colleges, transport

safety studies have been adopted as a compulsory general studies course for students. 'The overall objective is to continuously foster transport safety culture amongst students and faculty with a view to educating them as well as supporting graduates of the system towards establishing and also maintaining sustainable business ventures. The Minister of education stressed that the NUC was given presidential directives by the Ministry of Education to supervise and coordinate the programme of introducing transport safety education/studies in Pekalongan tegal cirebon n institutions of higher learning in collaboration with all regulatory bodies of higher institutions - the National Board for Technical Education (NBTE), National Commission for Colleges of Education (NCCE) to be handled by the committee set up by the Federal Government[7]

The goals of this programme are no doubt a laudable one but for it to be achieved; there is need for all the relevant authorities to ensure that acceptable standard is maintained[4] The concept of Quality Control and Insurance is relatively new in this field owing to the fact that the programme is still very new in our Colleges of Education. Quality Control and Insurance (QCA) is defined as the systematic review of the educational programme to ensure that acceptable standards of education, scholarship and infrastructure are being maintained[5] It was identified three approaches to Quality Control and Insurance and they are: accreditation, assessment and audit[6]. The author stressed further that accreditation involves the evaluation of whether an institution or programme meets a threshold standard and qualifies for a certain status. Assessment involves the evaluation that makes graded judgments about quality, in this respect it goes beyond accreditation that makes a binary judgment while a quality audit checks the extent to which the institution is achieving its own explicit or implicit objectives.

Figure 1 : Framework QCA State Polytechnic Road Safety Tegal

The above model explicitly shows the relationship among various variables associated with Quality Control and Insurance in 5 Pillars Road Safety Studies in Colleges of Education. In the model above, three (3) facets are of importance to us. That is, the factors affecting Quality Control and Insurance (QCA), three (3) outcomes illustrated by individual growth, institutional and national growth. Some factors have been identified as influencing the quality of 5 Pillars Road Safety Studies and it is believed that once these factors/standards are properly maintained, there will be an overall growth both in the institutions (that is, Universities, Polytechnics and Colleges of Education) and individuals (students and teachers/lecturers/instructors) and of course there will equally be national growth because of the high national standard that will be in place. The institutional growth can take the form of greater recognition of the institution both within and outside the shores of the country. As for the case of individual growth, it can take the form of churning out graduates capable of exercising high level of productivity and able to compete favourably with their counterparts of similar status or academic level both within and outside the country. With sound Quality Control and Insurance in place, instructors, teachers and lecturers are able to upgrade and become more effective and efficient in the discharge of their duties. The overall outcome of QCA is National growth there by leading to national recognition and greater reputation of the country as regards the educational sector.

The 5 Pillars Road Safety Studies as an intervention programme which was introduced in tertiary institutions in Pekalongan tegal cirebon as compulsory course (that is, Colleges of Education, Polytechnics and Universities) in 2006 was met to meet the Socio-Economic needs of the country. With the introduction of this programme in Colleges of Education, the National Commission for Colleges of Education (NCCE) was given the mandate to ensure quality and standard of the programme. For the programme to achieve its goals and objectives, all stakeholders must be abreast with the factors that are capable of affecting the quality of the delivery of the programme and its implementation. Since the implementation of the programme is relatively new in most of the Colleges of Education, complying with Quality Control and Insurance as regards the programme may be a major challenge. Are there adequate facilities, Transport safety centres and quality teachers/lecturers on ground to guarantee Quality Control and Insurance in these colleges? Are the stakeholders aware of the factors that are capable of affecting Quality Control and Insurance in 5 Pillars Road Safety Studies and are they conscious of maintaining the standard and quality of delivery as
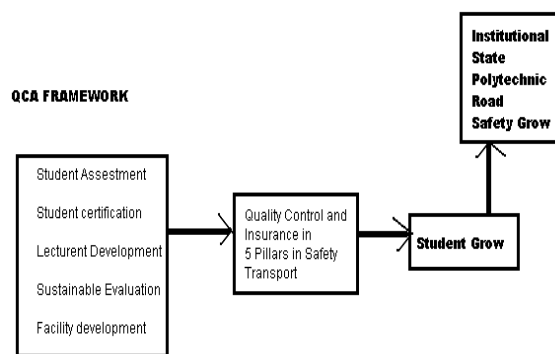
stipulated in the Benchmarks? It is on the basis of the above, that the researchers intend to empirically investigate QCA in 5 Pillars Road Safety studies in Colleges of Education in INA State.

The main purpose of this study is to ascertain the place of QCA in 5 Pillars Road Safety studies in Colleges of Education while the specific purposes include:

1. To find out the factors affecting Quality Control and Insurance (QCA) in 5 Pillars Road Safety studies in Colleges of Education;
2. To find out if there is a significant difference between the perceptions of male and female students as regards factors affecting QCA in 5 Pillars Road Safety studies
3. To find out if there is a significant difference among the perceptions of students in School of Vocational Education, School of Languages, School of Sciences and School of Arts and Social Sciences.

The following questions were raised by the researchers to guide the study:

1. What are the factors affecting Quality Control and Insurance (QCA) in 5 Pillars Road Safety studies in Colleges of Education?
2. Is there a significant difference between the perceptions of male and female students as regards factors affecting QCA in 5 Pillars Road Safety studies?
3. Is there a significant difference among the perceptions of students in School of Vocational Education, School of Languages, School of Sciences and School of Arts and Social Sciences?

The following hypotheses were formulated to guide the study:

Ho1: There is no significant difference between the perceptions of male and female students as regards factors affecting Quality Control and Insurance in 5 Pillars Road Safety studies.

Ho2: There is no significant difference among the perceptions of students in School of Vocational Education, School of Languages, School of Sciences and School of Arts and Social Sciences.

The findings of this research work are of great importance to all stakeholders in the field of 5 Pillars Road Safety studies. The findings will help the Government in obtaining firsthand information as regards QCA in 5 Pillars Road Safety studies in Colleges of Education. This will go a long way in assisting the Government in the formulation of necessary policies to improve and maintain the standard of the programme. Teachers/lecturers especially 5 Pillars Road Safety Educators will also find this study useful as it will furnish them with up to date information as regards QCA in 5 Pillars Road Safety Studies. Students, Entrepreneurs and members of the general public will equally find this study useful in bringing about enlightenment.

Scope of the Study

The geographical scope of the study covers the State Polytechnics Road Safety, Tegal, Indonesia in Edo State while the content scope covers the following variables: Quality Control and Insurance, 5 Pillars Road Safety Educators/ Lecturers, Students and Sex.

METHODS

This section deals with the modalities, ways and media explored by the researchers in the course of the investigation and they are discussed below:

Design of the Study: The survey research design was adopted for this study. This design was adopted because the researchers were interested in the accurate assessment of the characteristics of the whole population through the selection of sample considered to be representative of the population

Population: The population for this study is 1200 year two students currently offering 5 Pillars Road Safety Studies as compulsory course in State Polytechnics Road Safety, Tegal, Indonesia.

Sample and Sampling Technique: The sample size for this study is 100. The multi-stage sampling technique was used in drawing up the sample from the five schools in State Polytechnics Road Safety, Tegal, Indonesia. That is, School of Language, School of Art and Social Sciences,School of Sciences, School of Education and School of Vocational Education. In adopting the multi-stage sampling, the simple random sampling was first adopted in selecting two schools (school of vocational education and school of sciences) from the college thereby giving each schools equal opportunity of being selected for the study.The systematic sampling was there after used in obtaining a sample size of (50) from the twos chools each.

Research Instrument: The questionnaire was designed in eliciting data from the respondents. It was titled "Quality Control and Insurance in 5 Pillars Road Safety Studies' Questionnaire (QCIPRSSQ)". It was divided into two sections (A and B). Section A comprises of demographic variables while section B comprises of opinion statements structured in 4-point rating. That is, Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD)

The instrument was given to two (2) experts in 5 Pillars Road Safety Studies and one expert in

measurement and evaluation and they made necessary inputs to the instrument.

The test – retest method of reliability was adopted. The instrument was initially administered to 20 students of 5 Pillars Road Safety Studies which was not actually part of the sample. It was later re-administered to them after an interval of two (2) weeks. Their responses were correlated using Pearson (r) and the reliability coefficient obtained was 0.82.

Data Analyses: The Statistical Packages for Social Sciences (SPSS) version 16.0 was used in analyzing the data. The descriptive statistics used include mean and standard deviation. The mean value of 2.50 was used in taking decision. A mean value of 2.50 and above was considered as Agree while a mean value of less than 2.50 was considered as Disagree. The inferential statistics used was the student t - test of independent samples and the Analysis of Variance (ANOVA).

RESULTS AND DISCUSSION
Results

This section is designed to present the data collated for ease of analysis and interpretation.

Research Question 1: What are the factors affecting Quality Control and Insurance (QCA) in 5 Pillars Road Safety studies in Colleges of Education?

The table 1 shows that the highest mean score was recorded in item six (6) while the least mean score was recorded in item eleven (11). The mean score for all the items are above 2.50 and as such, all the factors are accepted. The aggregate mean score is 3.39 which mean that all the factors affect Quality Control and Insurance.

Hypotheses Testing

Ho1: There is no significant difference between the perceptions of male and female students as regards factors affecting Quality Control and Insurance in 5 Pillar Road Safety studies.

Table 2: Examination of the perceptions of male and female students as regards factors affecting QCA in 5 Pillar Road Safety studies

Variable	N	Mean	STD	Df	Sg (2 Tailed)	Decision
1	15	147,34	5,8			Significant accepted
2	15	192,7	7,4	19	0	

Table 1: Mean and Standard Deviation of Factors Affecting QCA in 5 Pillar Road Safety Studies

S/N	Factors Affecting Quality Control and Insurance	Mean	S.D	Decision
6	The absence of regular and proper Accreditation exercise affects Quality Control and Insurance.	3,66	0,47	Accepted
7	The absence of regular and proper Assessment exercise affects Quality Control and Insurance.	3,32	0,47	Accepted
8	The absence of regular and proper Auditing exercise affects Quality Control and Insurance.	3,34	0,48	Accepted
9	The absence of regular and proper Supervision of institutions affects Quality Control and Insurance.	3,28	0,50	Accepted
10	The absence of regular and proper Supervision of academic programmes affects Quality Control and Insurance.	3,33	0,54	Accepted
11	The absence of regular and proper monitoring activities affects Quality Control and Insurance.	3,36	0,63	Accepted
12	The absence of required teaching qualifications affects Quality Control and Insurance	3,29	0,68	Accepted
13	The absence of required teaching experiences affects Quality Control and Insurance	3,33	0,76	Accepted
14	The absence of required professional qualifications affects Quality Control and Insurance.	3,28	0,89	Accepted
15	The absence of teaching aids and infrastructure affects Quality Control and Insurance	3,31	0,86	Accepted
	Aggregate	3,86	0,56	

The table 2 reveals that the calculated probability is 0.000. Since the calculated probability is less than 0.01, the null hypotheses (Ho) is therefore rejected which means that there is a significant difference between the perceptions of male and female students as regards factors affecting QCA in 5 Pillar Road Safety studies.

Ho2: There is no significant difference among the perceptions of students in School of Vocational Education, School of Languages, School of Sciences and School of Arts and Social Sciences

Table 3: Examination of the Perceptions of students from various schools

	Sum of Squares	Df	Mean Square	F	Sig (P)	Decision
Between Groups	505,1	3	168,3			
Within Groups	689,7	35	19,7	8,7	0	Significant accepted
Total	1194,8	38				

The above table reveals that the calculated probability is 0.000. Since the Calculated probability is less than 0.01 levels of significant, the null hypothesis (Ho2) is therefore rejected which means that there is significant difference among the perceptions of students in School of Vocational Education, School of Languages, School of Sciences and School of Arts and Social Sciences

Discussion

The analysis of research question one reveals that there are fifteen (15) factors that are capable of affecting Quality Control and Insurance in the field of 5 Pillars Road Safety Studies. This finding to a large extent is in support of Amoor (2010) where the author stressed that the following factors affect quality in Business education which is having positive correlation with 5 Pillars Road Safety Studies: shortage of teachers, teachers" qualification and experience and lack of supervision of teachers.

The analysis of the hypothesis one reveals that there is a significant difference in the perceptions of males and females as regards factors affecting Quality Control and Insurance in 5 Pillars Road Safety Studies. The variation in their perceptions is emphasizing the importance of gender (sex) in educational research and in 5 Pillars Road Safety Studies in particular. The analysis of the hypothesis two reveals that there is a significant difference among the perceptions of students in School of Vocational Education, School of Languages, School of Sciences and School of Arts and Social Science as regards factors affecting Quality Control and Insurance in 5 Pillars Road Safety Studies.

CONCLUSION

This research work has been able to critically examine the place of Quality Control and Insurance in 5 Pillars Road Safety Studies which is relatively new in our educational landscape. Based on the analyses of the research question and hypotheses, it can be concluded that there are so many factors affecting QCA in 5 Pillars Road Safety Studies.

Since these factors are known now, it is therefore imperative for all stakeholders not to relent in their efforts.

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EFFECT OF TECHNOLOGICAL DEVELOPMENTS ON ECONOMIC ACHIEVEMENT IN JUNIOR HIGH SCHOOL CRISTAL DILI

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ABSTRACT

In the world of education, development of technology is necessary to support and to accelerate the desire of an individual in order to carry out their daily activities effective and efficiently, both as a medium of instruction and as media teaching to help students to access information or particular theory as desired. Technology is instrument to help a particular individual is the internet, because the internet both teacher and student can search for the desired material to be used as a reference for teaching. While the students use to search for material in order to improve their learning achievement and to acquire a good knowledge and obtain high scores. The learning achievement is the results achieved by students after participating in learning activities. A person is considered outstanding, if he has won something a result of what it earned, either as a result of learning, work, or practice skills in a particular field. In this study the authors give a questioner to students that include about technological developments in this case the Internet and student achievement. Based on the results of the analysis show that there is a significant relationship between the use of technology on student achievement in In junior Cristal Academic Year 2015, in which the correlation coefficient (R) is equal to 0.698 were classified as strong and the value of t = 6.954> table = 1.6751 with a significant level 0000, then the alternative hypothesis (Ha) is accepted and reject the null hypothesis (H0). For simple linear regression equation Y = 10.680 + 0.708X. Meanwhile, result of the coefficient of determination (R2) equal or 0.487 or 48.3%, which meant that 48.3% of student achievement is influenced by the use of technology in junior Cristal Dili.

Keywords: Development, Technology, Internet, Learning Achievement

Education is the most fundamental requirement for a state, because the success of the development of a nation is determined by the presence of qualified human resources, which is produced through a quality education. School is a place of education, including the organization of learning activities carried out in the classroom. Everyone has and Master of Science and can teach it to others. Teaching conducted in accordance with his ability to use the appropriate procedure. According to Robinson (in Kadir, et al., 2012: 247) argues that the quality of education is the output or result of the institution.

By the advancement of science and technology is more advanced has affected various sectors of life, including the education sector. In East Timor, education has undergone many changes in the last 12 years. One of the changes is the use of technology as a medium that is increasingly prevalent in the world of education such as the use of the internet, mobile phones and games. This component is the most important medium for all people, especially the students, even the education sector that previously were done in traditional sort gradually replaced with multimedia tools.

Internet (abbreviation of interconnected-networking) is a series of computers connected in a series. Meanwhile, the network itself is defined as a system of communication of data between computers. How to connect the circuit with norm is called internetworking. Internet has a global reach so that can connect thousands or even millions of computers with this diverse payloads ranging from education, government, business, culture, economics, politics, and technology. The Internet is today's technology that has a very important role in the globalization era. Internet world is like a library that we can access easily all the needs that we need. Internet has a global data network; one can access the internet freely in accordance with his will. Internet network allows individuals to interact and communicate with others from around the world at a cost that is affordable enough. Thus, teachers and students can use that DAPT access the material so that it can improve student achievement.

According Tita (2012) that among all these, email/electronic mail and the World Wide Web is more often used and many other services are built upon them, such as mailing lists (Mailing List) and Weblog. The Internet allows the current service (Real-time service), such as web radio, and webcasts that can be accessed around the world. In addition, through the Internet it is possible to communicate directly between two or more users through instant messenger programs like Camfrog, Pidgin (Gaim), Trilian, Kopete, Yahoo! Messenger, MSN Messenger and Windows Live Messenger.

The learning achievement can be interpreted as a change in behaviour in students that occur after

holding the learning process or after the student's learning. Formal educational institutions is not an absolute guarantee to print human achievement, this depends on factors that affect the learning process. The function of providing education is not entirely possible and indeed also not left entirely to the institution because the learning experience, it basically can be obtained throughout the human life anytime and anywhere, including in the society and their own families.

People say that the Internet is a new world that includes covers ranging from the world economy, politics, education, and others. Particularly in the world of internet education gives an access to data that can facilitate the learning process. Use of the Internet encourages collaborative learning among students or classes from school to other schools by pushing the boundaries of space and time, (Graus, 1999; Choi and Nesi, 1999; Stepp-Greany, 2002; Noni, 2004).

Based on the description above, at this moment I wish describes the influence of the Internet technology against student achievement, this is based on the number of internet use among students. Internet technology is very useful for junior high school students in Cristal because by the Internet technology is that students can help students to access the material. In East Timor, held use of free internet (wifi) in some institution and some public place can be reached by many people, but its capacity is very limits so that the process is slow. Agencies conducting free Internet usage only on institution Are Some, like words office, and public places such as parks recreation are in Dili that Largo de Lecidere and garden 5 de Maio which will give an opportunity to the students to access the material.

However, these places are very crowded students whom have difficult to find a place to access the internet. To that end, the Institute of Education Foundation Cristal cooperate with government institutions engaged in technology to install a free internet networks on campus and the school to be accessible for teachers and students. Based on the results of observations show that the free time or break time students bring their laptops and mobile phones to access the material and the assignment of teachers.

RESEARCH METHODOLOGY

This research has been carried out on a second grade student, junior high schools, which are located Jalan Balide Dili, Timor Leste. This research has been conducted for two

(2) weeks. The population in this study were all the students of the second grade subject Natural Science as sample in this study were 53. In this study consisted of variables (technology development) with dependent variable (Y) in this study is student achievement. Data collection techniques in this study is a technique Questionnaires, which is a method to gather the data, where the data source (the respondent), will provide data by providing a list of questionnaires to be filled by respondents, so the results of this is the data that will processed and analysed. In this research, data analysis techniques used by researchers is the Pearson Product Moment Correlation to determine the correlation coefficient between the variable X to Y by the following formula:

$$r = \frac{n \sum XY - \sum X \sum Y}{\sqrt{(n \sum X^2 - (\sum X)^2)(n \sum Y^2 - (\sum Y)^2)}}$$

Significant Test of functioning if researchers want to find the meaning of technological developments variable relationship to variable student achievement, the result of Pearson Product Moment Correlation was tested with the following formula:

$$t\ hitung = \frac{r\sqrt{n-2}}{\sqrt{n-r^2}}$$

According Riduwan (2010; 136-137) states that the distribution (ttabel) for = 0.05 and degrees of freedom (df = n -2) decision rule: if count> t table means significantly reverse t count <t table means insignificant. To analyse the data obtained in this study made calculations helper table statistics. Technological developments on student achievement regression equation is simple, namely: Y=a+bX. Furthermore, to declare the size of the variable contribution of technology to the development of variable student achievement can be determined by the formula determinant coefficient is KP = r2 x 100%.

RESULTS AND DISCUSSION

In the study the correlation coefficient (R) is used to determine the relationship between the independent variables (technology development) and dependent variable (student achievement). Result of research shown that the correlation coefficient can be seen in the following table:

Correlations

		learning achievement	Technolgical development
Pearson Correlation	learning achievement	1.000	.698
	Technology development	.698	1.000
Sig. (1-tailed)	learning achievement		.000
	technology development	.000	
N	learning achievement	53	53
	technology development	53	53

The table above shows that the relationship between technological development with student achievement at 0.698 by the strong category. To find the significant effects of the to technological development on learning achievement of the junior high student in Cristal academic year 2015. Result of the t-test by comparing with probability t count level of significance (0.05). Can clearly be seen in the table below:

Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.680	2.932		3.643	.001
	technology development	.708	.102	.698	6.954	.000

a. Dependent Variable: learning achievement

Based on the above analysis, shows that the simple linear regression line then for the simple linear regression line on the chart Coefficients can be said that: Y = 10.680 + 0.708X. Interpretation of the coefficient of the regression line shows that if student achievement constant variable that is equal to 10,680. If the technology development improved of the unit, then the student achievement can have a positive impact are 0.708.

Based on the obtained value of calculation SPSS. 20 t count 6954 > of t table are 1.6751 on the degree of freedom df = n-k-l = 51 on the assurance level of 95% or 5% error rate. The calculations show null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. Ha receipt means that technological developments have a significant effect on student achievement of junior high school student in Cristal at 2015 school year. For the analysis of the contribution of the influence of technology on student achievement can be seen in the following table:

Model Summaryb

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.698a	.487	.477	3.385	.487	48.351	1	51	.000

a. Predictors: (Constant), technology development
b. Dependent Variable: learning achievement

From the table above, the value of the coefficient of determination (R2) are 0.487 or 487% meant that 48.7% of technological development determines the rise and fall on student achievement Economic Accounting.

Discussion

Based on the results of the study on second grade of junior high school student were giving questioners to the 53 respondents. Results of research and analysis of each item by using the Windows program SPSS version 22.0 indicates that the value of the coefficient corelation of 0698 with strong category. For the t test (t-test) showed that technologyy

development has a significant influence on student achievement in grades t coung 6954> of t table of 1.6751 at the level of error (5%). T test results can be seen t count greater than t table or t count (6954) > t table (1.6751), then the alternative hypothesis (Ha) is accepted and rejected null hypothesis (H0), meaning that there is a significant influence on the development of technology in this case the Internet on student achievement in the junior class II Cristal 2015. Thus, it can be explained that learning achievement is the results that have been achieved by students after participating in learning activities of teachers and other business students can do to improve on the things he had learned so indicated with test scores or number of test or evaluation by teachers. The results showed that in order to improve student achievement need their advice such as the availability of free internet support for students to be able to access the necessary materials, so that the material that was difficult and that is not taught teachers can be accessed by students via the internet. It is seen from the calculations that give contributions of $ 0.487 or 48.7%.

Thus, the Internet is important in education, especially to improve student achievement. Apart from being a medium of education, the Internet is also useful as a medium for sharing among students that could ultimately make students know the quality of herself to others. A student who is not able to do a good time sharing can lead to negligence in carrying out the duties of a student is learning. Not all the information available on the Internet provides information that is positive, but also there is information that is negative. According to John Cradler in his book Learning & Leading with Technology (1999) that students who use the Internet have the ability to apply the skills well in real situations, organize and recognize ability interest in a certain field. Therefore, the Internet as an information source can produce a very good job, and learning via the Internet can increase the level of knowledge of such students, a presentation of their duties with excellent presentation and describe things clearly can infer from a variety of sources and views, and can complete a task very good.

Conclusion

Based on the analysis results and the above discussion, the writer can draw the general conclusion that there is a significant effect of technological development on student achievement in the junior class II Cristal academic year 2015. In particular, there is a significant influence because the value t count 6954> t table at 1.6751 to the significant value of 0.000, then Ha, H0 accepted and rejected. For simple linear regression equation Y = 10.680 + 0.708X. For the correlation

coefficient is equal to 0.698 and the coefficient of determination (R2) of 0.487 or 48.7 which meant that 48.7% Cristal junior high student achievement is affected by technological developments. Thus, it is expected that the school in order to supervise and control the existing facilities, especially the Internet so that students can access the interest easily in order to increase knowledge (knowledge) both correlation with a lesson or to add to their knowledge. In addition, to maintain and improve the credibility of education institutions, especially junior Cristal need for good surveillance system technology so that the students / i only access the material and is affected by things that are negative on the use of the internet.

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PROPHETIC LEADERSHIP OF SCHOOL PRINCIPAL
(Case Study in SD Yayasan Islam Malik Ibrahim Fullday School Gresik, SDK Santa Maria II Malang, SD Metta School Surabaya)

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ABSTRACT

The school principals are an important agent within school daily life. As person in charge in an educational process, they should take care about their students improvement. The students must reach their optimum potentiality on personal ability, religious attitudes, values practised, self control and self esteem, personality, cleverness, social sensitivity, and life skill in order that they can make contribution to the society. Concerning the matter, education based on prophetical values gives a holistic atmosphere to fulfill the idea of educating young generation. This research employs qualitative method with case study perspective. The research describe focuses:(1) the prophetical values in school daily life, (2) the strategies of the school principal in order to accommodate prophetical values, (3) prophetical values that the school principal works for it in stakeholders lifes, and (4) prophetical values that the school principal shows. Informants are the principals of SD YIMI Fullday SchoolGresik, SDK Santa Maria II Malang, SD Metta School Surabaya. Individual data of SD YIMI Fullday School Gresik describe prophetic leadership as a dynamic activity through learning process in school daily life that harmonize between intellectual tradition and spiritual consciousness.Individual data of SDK Santa Maria II Malang describe prophetic leadership as a process of empowerment based on human good nature. Individual data of SD Metta School Surabaya describe prophetic leadership as a dynamic process that encourages human being precious life to reach its fullness.Based on multy-case data, the research come to four conclusions:(1) school principals employs personal and functional approach for conservating prophetic values in school daily life, (2) schools principals make a meaningful activities for accomodating prophetic values within schooldays, (3) school principals empower values, and (4) stake holders say that school principals influence their daily life. As the conclusion, prophetic leadership is a capacity to enactment the prophetical values.

Key words:leadership model, school principal, prophetic leadership

The school principal, as an agent of change, should retain the basic values of institutions. The basic values are the crystallization of sublime experience that contains an inspirational and normative values by which one will always keen-motivated to make it happen. The basic values that can be sourced from philosophical beliefs, socio-cultural, political, economic, or religious.

Based on the basic values that bring the citizen school principals to change. If a change in the surrounding incompatible with the basic values, the principal is obliged to affirm the basic values that must be followed by the school community and stakeholder education. Tobroni (in Arifin, 2014:7) confirmed that the leadership based on values is a realization of the 21st century is called the century of the values or the values age. The ugliness of the times that appear in the present is seen as a result of the crisis of values (Arifin, 2014:8).

The context of the discussion of "leadership that based on values' introduced a new genre of leadership, namely the prophetic leadership (Hadi, 2012:xv). This model states that exemplary behavior in the form of prophetic wisdom, messages and life have contextual dimension that continually missed his presence when the human condition that is not able to demonstrate clearly the basic values that deserve to be followed.

Religious-based educational institutions inculcate religious values to all citizens.They have an awareness in carrying out religious values. Religious-based educational institutions put religious values into practice in daily lives in order to contribute positively to the environment. There was a process of transformation of religious values into the values of life that is manifested in the lives of students. On the basis of this understanding, the system of educational institutions based on religion is a planned effort to make the students familiar, caring, and internalize religious values and practice them in daily life in the community.

Religious-based educational institutions is already offering an environment that conditioned the birth of mainstream values based on religious principles derived from the prophets. In line with this concept, religious-based educational institutions believe that someone would have to walk and live by understanding and believing the main principles to live as a noble creature. Within this context, the researcher saw that literature that answers the question "How does the principal show the prophetic leadership?" is still limited. On the basis of this reality, researcher considers that theme

of prophetic leadership deserves to be further investigated.

There are several studies that have relevance to this study. In 2003, M. Thurmudi (in Sahlan, 2009:10) had conducted research *Praktek Pendidikan Agama Islam di Sekolah*. In this study, Thurmudi finds that there are five dimensions in the practice of religious education, namely (1) the dimensions of knowledge / religious knowledge, (2) the dimensions of ritual / religious practices, (3) the dimensions of ideology / belief / religious belief, (4) the dimensions of experiential or dimensional experience / religious feeling, and (5) the consequential dimension / religious effect.

Then, Masdar Hilmy did a study *Islam Profetik (Substansi Nilai-nilai Agama dalam Ruang Publik)* in 2008; which its focus is religion in the universal perspective. The study found that it displays in terms of prophetic religion liberate humanity from all forms of shackles and oppression.

Furthermore, Asmaun Sahlan had done research *Mewujudkan Budaya Religius di Sekolah (Upaya Mengembangkan PAI dari Teori ke Aksi)* in 2009; which is the focus of research is the development of PAI in realizing the religious culture in schools. Sahlan's study found that the need for systematic efforts to develop Islamic Religious Education (PAI) so that the religious culture in schools can be realized. These efforts include (1) the addition of classes, (2) improving the quality of learning, (3) development of extracurricular, and (4) cultivation of religious values.

Thurmudi,s research (2003), Hilmy's research (2008), and Sahlan's research (2009) show only the implementation prophetic values of Islamic practice in school life. The research findings still exist in a similar normative level. On this fact, the researcher asked "what kind of leadership if there were an research on principals who have different religious backgrounds?" Coinciding with this question, in 2013, Pani Hadi wrote *Hamengku Buwono IX Inspiring Prophetic Leader*. The contents of various articles in anthologies that inspired the concept of prophetic leadership is defined as a model of leadership that embodies the values of the prophetic aimed at the welfare of mankind. This inspiration gave birth to further questions as "What is the prophetic leadership applied to the school principal?"

METHODS

This study employs a qualitative research approach. A qualitative approach is an attempt to understand the subject from the standpoint of the subject itself (Arifin, 1996:50). Bogdan and Biklen (in Ulfatin, 2014:23) formulate qualitative approach as a research procedure that produces descriptive data of the person or the behavior observed. Ulfatin (2014:23) defines qualitative research as:

The research aims to understand the phenomenon of what is experienced by the subject of the study such behavior, perception, motivation, action and others, holistically, and by way of description in the form of words and language, in a specific context that is naturally and by utilizing various scientific methods.

The main data sources are the principals of SD YIMI Fullday School Gresik, the principal of SDK Santa Maria II Malang, the principal of Metta School Surabaya. Each of them interpretates the prophetic leadership. This study is not intended to test the hypothesis, but to collect the data, to classify it, and to interpret it in order the researcher finds a new principle that can be described through an exposure of research results (Ulfatin, 2014:24). The next source are some informants who were selected on the recommendation of their principal. According to Lincoln and Guba (in Moleong, 2010:132) states that, "the informants help the researcher in order that the researcher can be able to immerse in the local context". The informants assist the researcher in collecting as much as possible data in a relatively short time. Informants consist of two teachers (educators), three students, three school staff (TU employees, security guards and janitors), and two parents. The researcher got information from informants about the form of prophetic leadership shown by the principals.

This study carried out by following a process of qualitative research "case study type". The case study is a series of exploratory activities to create descriptions and analyzed intensively and detailed a symptom or social unit such as individual, group, community, or institution (Wiyono, 2007:77). Ulfatin (2014:25) formulated the case study research method emphasizes disclosure of the data, the facts in detail to an object or event. Figure 1 shows the process of case study research.

Figure 1. The Process Of Case Study Research by Miles & Huberman (in Ulfatin, 2014:50)

Figure 1 above formulates a case as a "phenomenon of some sort occuring in a bounded

context". In the context of research on "the Prophetic Leadership of School Principal", prophetic leadership is a phenomenon in social interaction in a social unit school. Therefore, the nature of this study is exploratory and descriptive for the answers to the question "what" is found through a study of the background circumstances and environment interaction in a social unit (Arifin, 1996:57; Ulfatin, 2014:59).

Figure 2. Multicase Research (Arifin, 1996:60 & Surbakti, 2006:205)

Furthermore, figure 2 shows multi-case studies as the study of the two or more subjects, settings or data storage (Arifin, 1996:59). Procedures of multi case study departs from the single case to subsequent cases, so that the cases studied had two or more subjects (Arifin, 1996:60). In this study, there are three principals as the subjects of the study. Multi case study is an attempt to better understand the focus of research because the second data will sharpen the first data and the third data will sharpen the meaning of the first and the second data. Miles and Huberman (in Ulfatin, 2014:67) assert that by multi-case studies, the researcher can make precision, validation, and stabilization of the findings.

RESULTS AND DISCUSSION
Results
Findings of Individual Cases

Prophetic Leadership strengthen school leadership models and strengthen the character of the school. It is based on the findings of research. The following are the findings of the three studies on three principals of elementary school concerning on the prophetic leadership.

Research findings in Case 1 (SD YIMI Fullday School Gresik)

The research findings will be presented in the order in the focus of research.

a. Prophetic values spread by the principals to stakeholders.
   1) School as a place to develop a prophetic character; and, learn the values of the Islamic faith are values received from the principal.
   2) Religious activities throughout the school community; development of potential interest-talent students; development of life skills; learning environment; social learning; silahturahmi; religious tour; in any opportunities, the principal gives prophetic values in the life of the school community.
   3) Effect of prophetic value in the lives of stakeholders can be felt in the life of the school community. It makes the teaching profession as a vocation that must be lived voluntarily and that to be charitable-worship; sharing to improve the quality of life and togetherness; jointly improve welfare. Then, the students know the behavior that are expected to emerge, namely: to understand, appreciate, and memorize the holy Koran; prayers; not arrogant; polite; do not talk dirty and rude; not hostile; talk and behave delicate to anybody; study diligently; not ignorant and fight; not naughty, not ignorant, and do not steal; filial to parents and teachers. Furthermore, employees feel comfortable and familiar with each other, help each other, work with sincerity and devotion. Finally, recognizing the importance of values prophetic, parents encouraged to participate in filling the Buku Anak Saleh; participate in school activities; provides sharing of experience in carrying out religious activities.

b. Principal's strategy for conserving prophetic values in school life.
   1) The principal leads with religious principles and mobilize teachers, employees, students, and members of the community to do something to the success of education programs in schools. The school principal also provides exemplary life in everyday life at school.
   2) The principal gives respect to his subordinates; communication to build understanding; deliberation to find the word consensus to create a school as a working environment that embodies the values of prophetic harmonious, healthy, dynamic, and comfortable so that members can work with the full productivity and obtain the highest job satisfaction.

c. Principal's strategy for accommodating prophetic values in school life.

1) The principal of the school invited residents to run the Five Pillars of Islam; start and end teaching-learning activities by praying and reading the Holy Koran; give quality time as a means to relate with parents to strengthen and develop the potential of the heart / conscience / affection of school community based on the prophetic values.

2) Principal uses self-evaluation tools based on the verses of the holy Koran, the *Buku Anak Saleh*, and the formation of *laskar kebersihan* to correct the behavior of people in schools that do not correspond with the values developed by the school.

3) The principal builds personal character so the school community sees him as a good person, can guide, can be an example and role model, assertive, professional, work according to schedule, active activism, still young but knowledgeable to develop the habits and behavior of people in schools commendable and in line with the prophetic values instilled by the school.

4) The principal invited residents self-assess /evaluate programs/activities with mirrored to interpret the verses of the holy Qur'an that constantly read and ponder both at school and in everyday life to develop the school as an environmental milieu learning in line with of the prophetic values.

d. Principal's strategy for introducing prophetic values to stakeholders.

1) School is the place to build a noble character and liberation from ignorance of the law, stories of the prophets, and the story of the Prophet Muhammad's example is a prophetic values.

2) The lack of participation of parents and the community to make the school as a source of the emergence of awareness of religious duty are the obstacles in incorporating the values of the prophetic in the life of stakeholders.

Research Findings in Case 2 (SDK Santa Maria II Malang)

The research findings will be presented in the order in the focus of research.
a. Prophetic values spread by the principals to stakeholders.

1) The principal instill the understanding that school is a place to live Christian values and relationships between the school community is the basis to form a communion of life.

2) The prophetic value sinternalized by the principal affect the lives of stakeholders. In this context, the principal instills understanding that teachers educate children with exemplary attitude; have personal integrity. Then, principal ask student for being honest (not lying), hard work, responsible. Students should not talk dirty words, be discipline, not underestimate the little things, like helping a friend, be polite; engaged in activities along with the poor people in the month of Ramadan as a form of sensitivity to the surrounding environment; be sensitive and concerned about the condition of others, behave, prayerful and to the Church; help others.

b. Principal's strategy for conserving prophetic values in school life.

1) Principal embrace all people in schools; meeting to build understanding and understanding of teachers; empathy (putting yourself in the other person's position) to move the teachers, staff, students, and members of the community to do something to the success of education programs in schools.

2) Principal gives exemplary action.

c. Principal's strategy for accommodating prophetic values in school life.

1) Principal School invites residents to always remember/keep returning to the fundamental source/destination where school principals as a way of strengthening and developing the potential of the heart/conscience/ affection of school community based on the prophetic values.

2) Leadership as a form of appreciation of the values of life as a nun; monthly regular meeting; The annual work meeting, recollections and retreats and as a medium to reaffirm the important role the vision and mission of the school as a means of correcting the behavior of parents that is not in accordance with the values developed by the school.

3) Principal develops the habits and behavior of the school community are commendable and in line with the values instilled by the school prophetic. The school principal shows attitudes down to earth, simple, like smiling, friendly and nice, while respecting the people.

d. Principal's strategy for introducing prophetic values to stakeholders.

1) Educate according to the example of Jesus; faith in divine providence; solider; sensitive; live in fellowship; equality of dignity; becoming a whole person is a prophetic

values championed Principal in the life of stakeholders.

2) Participation and low parental participation in school activities are obstacles in the prophetic enter values in the life of stakeholders.

Research findings in Case 3 (SD Metta School Surabaya)

The research findings will be presented in the order in the focus of research.
a. Prophetic values spread by the principals to stakeholders.

1) Principal states that school educate its students in high morality, integrity, courtesy of manners and language, the benefits of science, and generosity as an expression to give students the atmosphere of Buddhism.

2) Various school activities into opportunities that were principals in the prophetic enter values in the life of the school community.

3) The principal gave the understanding that the first teacher attitude is exemplary; firm but not hard; harmonious interaction with all teachers; train reverence and devotion to parents; fosters responsibility of the student; loyal to the school and to participate actively in these activities; *Di Zi Qui* is applied in everyday life.

b. Principal's strategy for conserving prophetic values in school life.

1) The principal of Siddhartha Gautama is applied as a way to mobilize teachers, employees, students, and members of the community to do something to the success of education programs in schools.

2) The principal applies the messages in the book Di Zi Qui as a guide to creating the life of the school as a working environment that embodies the values of prophetic harmonious, healthy, dynamic, and comfortable so that members can work with the full productivity and gain job satisfaction highest.

c. Principal's strategy for accommodating prophetic values in school life.

1) Principal strengthen and develop the potential of the heart / conscience / affection of school community based on the values prophetic by pointing out that since its establishment, SD Metta School carrying value of "educating the heart and soul of the young" as a slogan.

2) The principal trains the values taught by the book *Di Zi Qui* as a way for

correcting the behavior of people in schools that do not correspond with the values developed by the school.

3) Principal develop the habits and behavior of the school community are commendable and in line with the values instilled by the school prophetic. School principals develop personal character well, a draw in making the decision, decisive, authoritative, knowledgeable, courteous, make people comfortable, friendly, exemplary, professional, humble, neat, clean, like a smile, friends talk to men, open, diligent, not late, become the idol of students, discipline; patient.

4) Know the message of Buddhism through education in order to become a virtuous person.

d. Principal's strategy for introducing prophetic values to stakeholders.

1) Siddhartha Gautama taught how man can live happyly. It will happen if man knows the source of suffering and an eight way to achieve happiness.

2) Lack of understanding as well as low parental participation in school activities is an obstacle for introducing the prophetic values in the life of stakeholders.

Discussion
Prophetic Values Spread by the Principals to Stakeholders

The study findings showed similarities across cases of three principals. They were able to bring the people crossing times difficult transition in the life of the institution. Courage is based on the belief that the fruit will bring good thoughts. It is accompanied by the ability to establish relationships and communication.

The theory of personality traits analyze the characteristics and personal characteristics that differentiate leaders from non-leaders. Factors that comes from himself, that notion is concerned about leadership, values, or the pursued within the leadership, or the experience of placing a charismatic leader to have such attributes, enthusiastic and courageous (Robbins, 2003:433). More profoundly, there are six characters that distinguish leaders from non-leaders, the ambition and passion, the desire to lead, honesty, and integrity, confidence, intelligence, and knowledge relevant to the job (Kirkpatrick in Robbins, 2003:433). In addition, people who have a nature-aware strong self - that is, very flexible in adjusting behavior merela into different situations - likely much greater emerge as leaders in groups rather than their nature-aware he was weak (Dobbins in Robbins, 2003:433).

The principals is intelligent and visionary figure. Foresight expressed by them are the result of thinking about how to improve the quality of self-agency, both personnel, management system, organizational structure, as well as infrastructure. They prioritize responsibility, devotion, and obligations that must be fulfilled in undertaking the vision and mission of the institution. In this regard, Imron (2014:6) states that the leadership prophetic in educational institutions is a leadership hearts, educate the conscience (conscience), your sincere heart is always positive and filled with a sense of devotion to God and always wanted to uphold morality in context the institution he leads.

Prophetic leadership style in building organizational culture can be carried out by four steps:(1) the pure intention of building an inner quality is excellent in the lead. With a prime inner quality, community organizations will have the full attention to each task; (2) develop a quality culture by building a core belief (core believe) and core values (core values) to community organizations that live and work essentially the worship of God, it must be done with the best; (3) develop brotherhood among members of the community, so that collaboration, synergy between individuals and groups / units within the organization can be created to empower the potential and power to the fullest; and (4) develop ethical behavior in working through the cultivation of gratitude and patience in undertaking. Thus, theoretically prophetic leadership is the ability that reflects the spirit of religious consistency humanizing, liberating, and a new dimension of divine solid-match with a human dimension.

Prophetic leader runs his leadership not only by using his intelligence alone, but at the same time involve the Lord God Almighty, through guidance or instructions received from Him. His life is an investment for the humanity of the higher, nobler, and more dignified. The size of which is open and can be known by the public, the leadership prophetic educational institutions have a behavior measured in the form of (1) uphold virtue, (2) resolve the conflict for the good of all, (3) conduct mutually beneficial cooperation, (4) to think of the next generation , (5) share and personal initiative, (6) honesty and personal responsibility, (7) an example of serving, and (8) caters for all.

Principals' Strategy for Conserving Prophetic Values in School Life

All principals lead the school in a multicultural city where people store large cities as a result of the potential problems of various kinds of social background, economic, and cultural population. The three cities that have a high economic growth. However, access to welfare and prosperity feel uneven. This situation has the potential to cause social problems. Thus, if the high expectations for the work, but without the depth of religious and moral strength, the young people are in danger of sedentary behavior, disorderly, undisciplined, and away from religious norms.

All principals initiate conservation measures by establishing a personal spiritual wake before forming a spiritual wake the school community. Getting them to move educators, employees, students, and members of the community to do something to the success of educational programs in schools showed that all three showed the same interest in spiritual development that eventually put them on a moral consciousness that upholding universal values life. Furthermore, they succeeded in realizing the condition of the school as a working environment that embodies the values of prophetic harmonious, healthy, dynamic, and comfortable so that members can work with the full productivity and obtain the highest job satisfaction.

The study findings showed similarities across cases in the strategy for conserving the principal prophetic values in the life of the school community. Prophetic leadership they display is substantive, namely the prophetic leadership born of spiritual appreciation of the three principals and their closeness to the Divine reality and the spiritual world. Prophetic leadership model they converge in personality and behavior of daily life.

Mulyasa (2003:256) states that there are many teachers, staff, and students who are afraid to express their problems to the principal. Problems were they going to distract them in fulfilling the tasks and the ultimate goal of their presence in the school. According Mulyasa, empathic attitude and feel the problems presented by the principal to those who are having problems is a relational alternative to reduce tension in the life of the school. That way, the school principal maintain good relations and set an example for the entire school community in solving the problem. In the same occasion, the head of school to help lighten their load, which in turn will be beneficial to improve their performance.

Principals' Strategy for Accommodating Prophetic Values in School Life

The study findings showed similarities across cases in the strategy of three principals to accommodate the prophetic values into the life of the school community. All three principals instill key values in the lives of those around him to be disciplined, modest, polite, behave well as honest and sincere. All three principals strengthen and

develop the potential of the heart / conscience / affection of school community based on the values of the prophetic.

Spiritual abilities making it able to take into account the situation, place, and context in attitude and action. Leadership behavior is the fruit of reflection and contemplation of mental and spiritual. A leader is always the audience is expected to be an example. His behavior, his speech, and even his appearance is expected to contain no reproach. Intelligence, good manners and even physical and spiritual strength is expected to have a quality above average.

The leader is a projection of all kinds of virtues. Outward expression is never angry: angry against virtue because by the time a person gets angry he loses self-control. The headmaster correcting the behavior of the school community are incompatible with the values developed by the school based on the manual / checklist that is used as the standard of behavior expected. He would keep reminding his subordinates not to commit the same mistake on another occasion, but he speaks not with "grumpy". Although he has a firm stance and firm stance, he remains "nguwongke" subordinates. Because it forms a correction of deviant behavior displayed by them not as retaliation or punishment, but as a consequence of the choice of action has been decided. That way, the three principals to familiarize people in schools to always think long and weigh weighing the result of a decision before making a decision and do it. That way principals develop the habits and behavior of the school community are commendable and in line with the values instilled by the school prophetic is not the method to frighten, but rather the method of sharpening, compassion, and parenting. Under conditions of this study, the principal still able to maintain authority in accordance with their rights and responsibilities. Deeper, head of development of the environment of school life as a learning environment that is consistent with the values of the prophetic through positive radiant energy, their own creativity, emotional stability, and constancy of their personal spiritual growth developed.

Principals' Strategy for Introducing Prophetic Values to Stakeholders

The study findings showed similarities across cases of three principals in perspective shows local wisdom, in the sense of the wisdom shown by the vision and mission of the institution:community development oriented projects. In this context, all the local's it means the value of Islamic maintained and further developed in SD YIMI Fullday School Gresik, the value of catholicity treated and cultivated in the SDK Santa Maria II Malang, or also the value Buddisme treated and cultivated in SD Metta School Surabaya. All three principals to put the process approach as a way of learning that must be passed by the school community. They did not put the success of education on the foundation that prioritizes the results of mere pragmatism. They were aware of his position as head of the school is a trust that must be carried (in terms of Hindu word "dharma" which means leadership as self service).

All three principals to enter a dimension that does not exist in modern leadership models that tend to do everything so that the specified target is reached (such as the model of management by targets or by orientation). "Matra" is the dimension of "rasa" (the word Java language to express the affective dimension communal) who put personal interests (aspiration or ambition principal) not as the main elements that must be fought, but as an element of "existing together" with elements of the another part of the community (Hadi, 2013:321).

The ability to weigh the "rasa (Javanese word)" will give birth to a balance or harmony which is the fruit of harmony and mutual respect fellow human beings. This perspective makes the society or the "other" as an important part in the existence of "personal"; not as a worker who is positioned as an object or a part of a threat to the ego and the "I".

Keating states that in performing the task of leadership affects a group of people heading to a specific destination, a leader is influenced by several factors (Keating, 1982:18-20). In the case of prophetic leadership, factors that affect leadership are factors derived from itself, that notion is concerned about the realization of the values or religious significance to be a minimum set through leadership. Values or religious significance was moving southwest leadership is concerned that anything he does is an expression of what he believed in religious life.

Based on the above, the prophetic leadership brings forth dimension to the dimension of divinity. God is a true leader who inspires, influences, serving and stir the conscience of His servants with a very thoughtful approach and exemplary ethical. Therefore prophetic leadership also called leadership that is based on religious ethics and religious intelligence, based on faith and conscience. Integrity and credibility itself is a guarantee for the work and efforts. The soul of compassion or feelings of compassion, generosity, solidarity and mutual assistance and shelter to all those displayed by a prophetic leader is the antithesis of the situation era featuring hedonism, consumerism, pragmatism, and transaksionalisme. Tobroni (in Arifin, 2014:7) confirmed that the

leadership based on values is a realization of the 21st century is called the century of the values. Nowadays, people is seen as living in the crisis of values (Arifin, 2014:8).

Propositions as the Result of the Research

After going through the stage of discussion, this section states that research propositions presented in order of research focus.

Proposition 1: Prophetic values spread by the principals to stakeholders.

a. The school principal shows a way ol life based on the prophetic values.

b. The school principal uses different ways for implementing prophetic values in the life of the school community.

c. The dissemination of the prophetic values affects the lives of stakeholders.

Proposition 2: Principals' strategy for conserving prophetic values in school life.

a. The school principal embodies the prophetic values.

b. The school principal shows the prophetic value with three aspects:(1) pattern, (2) respect for the dignity of human life, (3) affection.

Proposition 3 Principals' strategy for accommodating prophetic values in school life.

a. The school principal directs each person to be aware of the purpose of human existence and role in the world.

b. The school principal is committed to preserve the prophetic value in order the principal can correct behavior that is incompatible with the school's values.

c. The school principal shows consistency to develop habits and attitudes with the prophetic values.

d. The prophetic values are cared for creating environment of the school as a learning environment that is consistent with the values of the prophetic.

Proposition 4: Principals' strategy for introducing prophetic values to stakeholders.

a. The values worth fighting prophetic principals in the life of stakeholders.

b. Lack of understanding and participation of parents and the community are barriers to grow up the prophetic values in the life stakeholders.

CONCLUTION AND SUGGESTION
Conclusion

Prophetic Leadership (prohetic leadership) is a genre or the prophetic leadership of the new leadership. Prophetic Leadership featuring a leader who combines intellectual ability, cultural, emotional, and spiritual to serve a lifetime with full sincerity, selfless, except as worship.

Suggestion

Chairmans of the YIMI Foundation Gresik, the Metta School Foundation Surabaya, the SDK Santa Maria II Foundation should deepen the prophetic values within its institutes as a foundation for making of the vision and mission of the foundations. Principals of SD YIMI Fullday School Gresik, SDK Santa Maria II Malang, SD Metta School should have confidence that the prophetic leadership brings distinctiveness to their school. Kepala Dinas Pendidikan Kota/Kabupaten should review the vision and mission of every state school. They should be based on thoughts or idea of the founders of the nation and the national history of Indonesia. Other researchers can make this research as a starting material in performing similar research or advanced research to develop knowledge, especially with regard to the theme of this study, such as the leadership of local knowledge, educational leadership by implementing local wisdom.

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IMPLANTATION CLOUD COMPUTING ON TEACHING MATERIALS

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ABSTRACT

The paradigm of cloud computing by Gluria (2013) is an optimal blend of hardware and software as a virtual service resources so that users are free from the burden of concerns about the management of the service system. The study of this development have an umbrella research open source web-based learning platform. Thus derived in the form of practical development of products that take advantage of the development of learning web-based cloud computing according to the characteristics of the source of learning, learning content, learners, learning strategies and learning methods in the context of S-1 Student Educational Technology Department, State University of Malang.

Keywords: *cloud computing ,teaching, materials.*

Cloud computing is a computing paradigm latest. The paradigm of cloud computing by Gluria (2013) is an optimal blend of hardware and software as a power source virtual services so that users are free from the burden of worries about system management services. Migrating Web applications to Cloud Computing services and integrate services Cloud computing into the infrastructure is something not easy. This led to a new paradigm that often require innovation paradigms and practices at all levels: technical, cultural, legal, regulatory, and social.

Cloud Computing offers a dynamic learning resource that is measurable. Learning resources provided by cloud computing services by reddy (2011) is a service over the web that guarantees many economic benefits as well as having the advantage can be distributed among penggunanyanya. Cloud computing, which was created in late 2007, when it emerged as a hot topic because of its capability for technology offers a dynamic and flexible as an Information technology infrastructure, computing environment and software services are configured. as reported in Google trends shown in Fig. 2, Cloud computing (yellow line), virtualization technology (yellow line), has exceeded Grid computing (Red line). Many projects in industry and academia have already started, such as IBM and EU for Cloud computing, Amazon Elastic Compute Cloud, IBM Blue Cloud, a project such as Nimbus Cloud scientific and Stratus, and Open Nebula. HP, Intel Corporation and Yahoo! Inc. recently announced the establishment of a multi-data, global center, open source Cloud computing for industry, research and education.
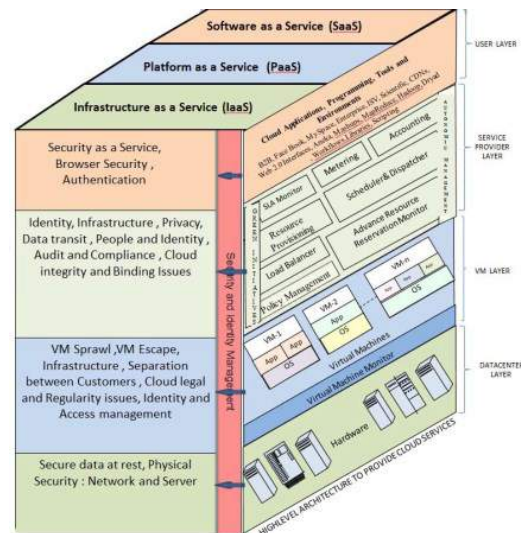
Figure 1. Security Architecture of Cloud Computing. (Reddy.2011)

In general, there are still widely accepted definition for Cloud computing Cloud computing although the practice has attracted much attention. Some of the reasons leading to this situation: Cloud computing involves researchers and engineers from various backgrounds, for example, Grid computing, engineering software and data bases. They are working on cloud computing from a different angle. The technology that makes Cloud computing is still evolving and progressing , for example, web 2.0 and Service Oriented Computing. Cloud Computing that is still lacking large-scale

deployment and use, which in the end will justify the concept of cloud computing.
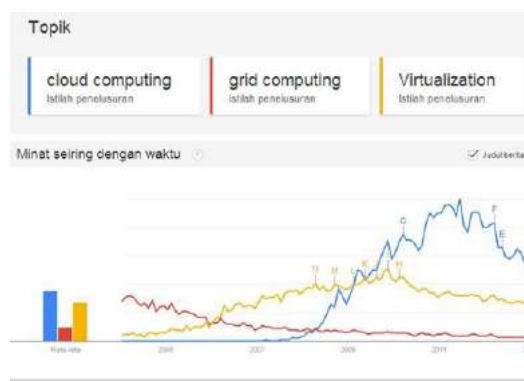
Figure 2. Reports Google Trend

Department of Educational Technology, State University of Malang is an institution that is always in contact with the culture of behavior studied global, global culture is always influenced by the powerful culture of developed countries such as the countries in the Americas such as the United States and Canada, countries in Europe like Britain and Germany, countries in Asia such as Japan and China. Friction culture is experienced by students of S-1 Department of Education Technology, state University of Malang that is characterized by the use of learning resources globally. References, Lecturer, access url addresses, broadcast largely a product of global culture. behavior learning is the global behavior of learning is no longer limited by the classrooms. more extensive global culture has dimensions of freedom are taught using instructional media optimally as an example correspondence, learning by using the broadcasting such as radio and television, learning to take advantage of networking such as LAN, WAN, intranet, internet and others. Department of Education technology, State University of Malang is majoring in the fields of science technology education and learning was also influenced by global culture. it is characterized by the use of information and communication technologies in the learning activities as well as in the search for learning resources. information and communication technology has always been a topic of discussion and once used as a tool in the search for, process, manage, display and deliver learning resources. This is the reason that the Department of Education technology, State University of Malang will follow the global culture by implementing the development of information and communication technology in education and learning.

Department of Educational Technology, State University of Malang is continuously working to develop information and communication technology as a form of service to the faculty and students. This effort is demonstrated through the provision of various facilities information and communications technology in the form of provision of LAN installations, the installation of Web-site Department of Education Technology, State University of Malang, Provisioning Server Hardware primary, gives students the right to access learning resources through certain lines, and to support learning activities, especially the needs of the learning resources, in the Department of Educational Technology, State University of Malang has been installed network facilities, access devices and the Internet to reach in the whole environment TEP as information and communication services learning resources which can be utilized for both lecturers and students.

Department of Educational Technology, State University of Malang has a commitment to develop information and communication technologies geared to the empowerment of all the facilities available in the Department of Educational Technology, State University of Malang in turn will support the department in the execution of its programs, including the provision of learning services via the web. Department of Educational Technology State University of Malang have a desire in the learning process through the web in order to facilitate the majors in controlling the activity academic, lecturing and presenting related subjects. The attention of students to learning resources can be increased by way of increasing the academic atmosphere campus (Runtuwane, 2007). Department of Education Technology, State University of Malang has developed majors become Fitness Services Learning in the Internet. On a larger scale the service is part of the Internet services Provider (ISP) . Development of the Department of Education Technology, State University of Malang as Centre Services Learning in the Internet is built means the server hardware that serves some local lines, internet and INHERENT. server Internet that serves public Internet network, server INHERENT airport network among universities in Indonesia and a Local Server networks that serve specialized in the Department of Educational technology, State University of Malang. Device Information and Communication technologies were also developed, among other broadcasting technology. hardware lab stations malayani learning needs of the audience up to a radius of 10 km and hardware laboratory television stations.

Hardware requirements as a means to help the development of web-based learning have been given priority in the Department of Educational Technology, State University of Malang. Hardware requirements include device access services on-line. The hardware the other is the service to the academic community to be able to conduct free internet access and internet on a computer that netted interconnection and provision of internet and intranet access device dots for users who use personal mobile devices. On the development of the hardware necessary to use the standard rules of management and infrastructure services resulting from the analysis and evaluation of the hardware implementation in web-based lectures on-line system in institutions

Needs Brain ware as a developer of web-based learning also get priority in the Department of Educational Technology, State University of Malang. The need for such developers include concept development and implementation of learning the system on-line web-based. The concept and implementation of applied so far in the development of learning systems at the Department of Education Technology University Malang derived directly from the implementation of information technology. The rule, aspects and learning theory at all is not taken into consideration the development of teaching and learning resources.

Department of Educational Technology, State University of Malang in the lead to the development of learning also have constraints. These constraints are 1) the use of on-line learning media is still seen walking alone yet is integrated together and coordinated at the level of administrator. It is seen still using web-separate web like Yahoo, Google, etc. messenger. In the Technical Department of the Department of Education Technology, State University of Malang yet have a platform that is becoming benchmarks and standards for the development of instructional media. 2) Together with the lecturers still preoccupied manage learners in learning activities. Both in the activities room scheduling, faculty and students. This is because the increase in the number of learners who are less dimbangi with a capacity of learners and learning resources. 3) Investment software on-line learning is not an infestation that is very expensive. this is because the license is applied for the use of the system.

CLOUD COMPUTING IN LEARNING

Universities throughout the world largely started to depend on information and communication technologies to serve the needs of teaching and learning. (Wing Lai: 2011) The use of information and communication technology to support shifting cultural practices in teaching and learning in higher education. The use of information technology also to better meet the needs of 21st century users from academia higher education, information technology and digital communications can provide a learning experience more active and flexible by adopting pedagogical approaches and participatory by combining formal learning with informal learning. Various advantages and disadvantages of a package perceived as the risk of the use of technology. one such package is the procurement and maintenance of various hardware and software specifically require on-going investment and resource skills to support the sustainability of the technology.

Developing countries in Southeast Asia are increasingly recognizing the important role of universities in increasing resources through the use of Information and Communication Technology.(Hong and Songan: 2011) higher education system in the Southeast Asia region are increasingly making use of ICT in addressing the challenges that arise. The challenge is 1) what and how students learn , 2) when and where students learn , and 3) ways to reduce the cost of education . the countries of Southeast Asia are at different stages of development with the developed countries in the use of Information and Communication Technology in education in higher education. thus, sharing experience in the use of Information and Communication Technologies in higher education is very important for lecturers and managers who are at the forefront of integrating ICT in teaching and learning activities .

Technology on the "cloud computing" is the advancement of information and communication technology. Package promised is economies of scale are promising and features that are capable of increasing service agencies. Issues latest is a system service "cloud computing" growing a lot and are provided without pay and only use technology Internet. Users from academia as professors, students, staff and policy makers can use the system "cloud computing" by accessing it from a web browser that has been provided. the services offered can be considered cheap or even free for education. In many respects even service availability more higher and better than can be provided by University.

Great design has been implemented by Internet service providers. The trend of future technology began to lead on most of the education services, teaching and learning will take place through the "cloud computing". Institutions as part of the global world no longer host their own data centres due to hardware investments are expensive,

electricity bills swell, payroll manager and a number of features that are rarely fully utilized. The development of a system of "cloud computing" is a masterpiece to make globalization work real ,

PACKAGE SYSTEM SERVICES IN CLOUD COMPUTING

System "cloud computing" offered by various Internet service providers have several packages. Most among such packages are:

Service on the system "Cloud computing" is delivered via the Internet from a data center that has a high specification built in a location away from the user and the institution University High. The server providers already have the features that they have invested in the form of a cooling system the latest and engineering optimization service. If this investment is made by the college, will burden the budget system significantly. These data centers are developed by service providers that are in locations near a source of cheap electricity. Even the location of the data center is not always known to the user, although in some cases the user requires services that are located in certain countries because of data protection laws. the service provider provides access rights and control over data stored by the system of "cloud computing"

Features services such as storage of data, processing, memory and bandwidth are divided proportionally to multiple users and can be dynamically allocated to the service can be allocated based on demand. Components of the hardware provided by the service provider can be replaced without impacting on service learning, learning, performance or even the availability of new space. Management of data spread across multiple data centers in the safe category as the service provider to provide security and resilience with the latest systems.

The main service features of the system of "cloud computing" is elastic and quick. This factor allows the management of universities high and academics who use the system "cloud computing" suddenly doing a service request. System "cloud computing " which has been implemented to date have suggested that the management of scalable service yet able to provide an infinitely to the users. The explanation may be easiest if universities and the academia wants to increase the use of sudden there should be, it is not necessary apply for or purchase any additional hardware which could take weeks and can then be utilized to the maximum.

Management of the budget allocation is the issue of most interest in the use of the system "cloud computing". If the system is "cloud computing" needs budget allocation, users only pay for the services used. The service provider will bear the cost of hardware and the provision of software. In some of the features provided on the system "cloud computing", using features not paid. Thus, the service provider will bear the full costs of the provision of hardware and software.

In general, the management of the service by the user can be done in self-managed. The user can decide what features are used, and add or subtract without having to discuss with the service provider. Reporting facilities are provided so that customers can monitor the use of the feature.

IMPLEMENTATION OF CLOUD COMPUTING

Some education providers even universities that have been using the service learning and on-line learning, yet system using "cloud computing" optimal. Some colleges even have incorrectly assumed towards a system of "cloud computing". The assumption of the system of "cloud computing" is a system in the Internet that does not give much support to the teaching and learning process and not only facilitate the activities organized by the College. College and even confusion between the terms Web 2.0 and the system of "cloud computing ".

The theory of "cloud computing" does not get a deal in understanding global basis. It is also valid on web 2.0 technologies. Blogs, wikis, twitter, facebook and others is a technology which is regarded as the app's Web 2.0. Aplikas web 2.0 technology allows users to change the content of a web page and interact with others through the application so as to create construction information and 2-way communication.
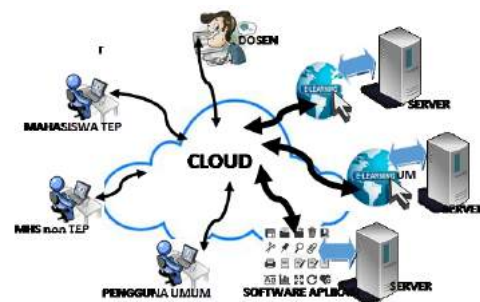
Figure 3. Image *Cloud Computing* TEP UM

Software web 2.0 can be hosted by universities through intranet or publicly accessible via the Internet. In this context, Web 2.0 can be regarded as a specific application types while the "cloud computing" is a system that allows multiple methods in a variety of applications that allow the activity of storage, processing, management, delivery.

CLOUD COMPUTING ON LEARNING SYSTEM

The learning system is a major force in educational institutions in general. The university is an institution of higher education and has a variety of services in the learning system. Trend service college is a service entitled "e-learning". Different versions of the application of e-learning has been used as a means of learning system. Shades of e-learning color every theory, models and even up studies of discussion and research. So that e-learning is a featured service applications in a system of learning in higher education.

System of modern learning cannot be monopolized institutions and tend to be flexible on the type and location of learning resources. College is not possible to close two-way access to the service provider on the Internet. Even the user entity not only on the academic community. So the "chaos" in the era of learning has been anticipated by a very large system that is "cloud computing". exceptional power has emerged and is ready to be applied in Higher Education learning system.

CONCLUSION

In general, the development of web-based learning platform open source on the subject of computer learning S-1 Department of Education Technology, State University of Malang can produce instructional media that utilize cloud computing web-based accordance with the characteristics of a learning resource, learning content, learners, learning strategies and learning methods in the context of S-1 Student Educational Technology Department, State University of Malang

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THE IMPLEMENTATION OF *SINAU WISATA* BASED ON POTENTIAL LOCAL EXCELLENCE IN THEMATIC LEARNING AT THE ELEMENTARY SCHOOL MALANG

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ABSTRACT

Generally, this paper will analyze the implementation of Sinau Wisata based on potential local excellence to promote the implementation of the thematic learning in curriculum 2013 through the study of potential local revitalization, especially the Natural Resources (SDA), Human Resources (HR), Geographical, and Historical. This research is conducted at the elementary school of Muhammadiyah throughout Malang. This study was developed through the Research and Development in order to arrest precise meaning of the reality of the communities studied. This study used a descriptive method. The result of the study as one of the guidelines for modeling Sinau Wisata based on potential local excellence that will be implemented in the thematic learning throughout Malang. Due to Malang has a potential of Natural Resources (SDA), Human Resources (HR), Geographical, and Historical. Therefore, it will be very helpful if the Sinau Wisata based on potential local excellenceapplies in learning process, especially at the elementary school. Primary school level is the foundation of learning to the next level.

Keywords: sinau wisata, potential local excellence, thematic learning.

Sinau Wisata based on potential local excellence model as a support in the thematic learning in curriculum 2013, which is a learning tour outside the classroom. Students will learn about the objects on tourist sites directly to integrate of knowledge, skills, values and attitudes, and creative thinking in learning by using themes as the principal environmental review and revitalization of local potential, especially in Natural Resources (SDA), Human Resources (HR), Geographical and Historical. The selection themes among the principles held in this study is a significant theme for student life, adapted to the level of students' progress, describing events with authentic learning resources in the immediate environment and using real situations. Teachers are accommodating to ideas that emerged from the students. Consideration of local knowledge was based on the potential of natural resources, which is safe and support the learning. In terms of human resources, the location has a cultural and artistic crafts, there are expertise areas and work professions. Moreover, in terms of geographic potential, it has a location, mileage, time and historical potentials that are worth considering. Based on these principles, *Sinau Wisata* based on potential local excellence model is considered suitable with the characteristics of elementary school students.

The purpose of *Sinau Wisata* activity is constricted on the students to know more about environment and to concretize the learning media by using surrounding environment.

Noting that purpose, indirectly, the *Sinau Wisata* activity or learning outside the classroom has the function to guide students to learn the object directly, which are recreational and educational as well as strengthen the cohesiveness of the students. In addition, the function of *Sinau Wisata* is to introduce students to the real environment and the potential tourism place in the region. The rationale of *Sinau Wisata* activity is the result of analysis of the needs of the curriculum used and school programs that have been designed before the semester.

The study of the charge in this learning need to be further analyzed. The *Sinau Wisata* based on potential local excellence model is: (1) contextual learning, utilizing the contexts of real life situations; (2) problem-based learning, students concretely confronted on the problems; (3) constructivist learning, students can build his own knowledge of the learning experience with the direct object in the location; (4) cooperative learning, students are given an opportunity to interact and collaborate with their partners; and (5) *PAKEM* (Active, Creative, Effective, and Joyful), students can be active, creative and learning with a pleasant atmosphere.

In regard to questions and feedback about the existing environment at tourist sites, learning *Sinau Wisata* based on potential local excellence needs to be analyzed in depth as well. Therefore, this paper will decipher the analysis of *Sinau Wisata* based on potential local excellence in the thematic learning at the elementary school, Malang.

The Implementation of *Sinau Wisata* in the Thematic Learning

Generally, the concept of *Sinau Wisata* at the elementary school of Muhammadiyah 4 Batu city, elementary school of Muhammadiyah 1, 9 Malang, elementary school of Muhammadiyah 8 Malang regency, and elementary school MI Nurul Islam Tajinan Malang regency have been applied it. 98% of teachers in each school, only 50% are able to explain the concept of this; planning, assessment, and implementation. The cornerstone in the *Sinau Wisata* activity is almost the same in all schools that is to introduce or explain about the phenomenon of nature, social, and culture.

Based on the result of interview and documentation showing that all schools are a place of research has already scheduled the concept of *Sinau Wisata* in each semester. There are 1 or 2 times to perform this activity in one semester. However, some are carrying out this activity as much as 4 times at the beginning and end of semester. Twice out of school and twice around the school. For schools that have been developed, they usually do this activity more. Meanwhile, for the secondary school, they perform this activity at least 1 time in the first half, even combined with other classes.

Subsequently, the steps of *Sinau Wisata* activity are: (1) observation; (2) planning in module manufacturing along with Teacher Working Group (KKG); (3) the implementation of appropriate modules. The advantage of *Sinau Wisata* activity in the thematic learning is the students can perform direct observe and more realistic. Consequently, the learning process is more concrete or real. As Ausabel's theory, it said that in the learning process as concrete like this will establish student's learning to be more meaning full.

In the thematic learning, firstly, it needs to decide the sub-themes of *Sinau Wisata* that is used in the learning process. In deciding the thematic learning activity, *RPP* (lesson plan) and *LKS* (students' worksheet) should be prepared as well. The basic competency and indicator in the LS and students worksheet should be related with the sub-themes of learning.

Based on that basic competency and indicator, furthermore, it will be identification of learning such as natural resources, human resources, geographic, cultural, and historic, and another potential need in the thematic learning. After that, undertake location determination. There are some options of location determination based on the potential local excellence such as the sea, mountains, museum, Learning Park, library, tourism place, and others. Teachers should coordinate with school and parent cares to carry out *Sinau Wisata* activity.

RESULTS AND DISCUSSION

Sinau Wisata based on potential local excellence as thematic learning support in curriculum 2013 is one of learning-tour model outside the classroom, where the students will learn a direct object in the tourism place to integrate the knowledge, skill, value, and attitude, and stimulate to be a creative thinker. The principal of the study is consistent with the revitalization of local potential such as Natural Resources, Human Resources, Geographic, and Historical. Based on the results of observations on the implementation of the *Sinau Wisata* in the thematic learning in the elementary school of Muhammadiyah in the Malang city, Malang regency, and Batu city, it has known as below.

The majority of elementary school teachers in the Malang and Batu city area, lots were aged less than 45 years. Those teachers still have the energy, enthusiasm and willingness in carrying out thematic learning. It is also supported by the teachers who are mostly excellent to operate a technology. Various needs in the thematic learning are also supported by parent cares that are most of them having a high awareness of children need in education. On the basis of awareness that children need a higher education for the future, creating a family atmosphere as conducive as possible is very helpful for their children to learn. On the other hand, Malang, Malang regency, and Batu city have a spectacular potential local excellence. Malang is education city. There are more than 10 colleges over there. Whereas, Batu is a small city but it had a number two tourism destination throughout Indonesia. Moreover, besides, the beach is still the flagship tourist spot located at the Malang regency. Therefore, the potential local excellence in three regions strongly supports the learning process, especially the thematic learning at the elementary school. The determination of the locations used in this study is based on the identification requirements as described above.

However, the majority of teachers in primary schools consider that the concept of the potential local excellence area has a different concept from the field of education. Efforts to increase the potential local excellence are considered not equal, even not in line with efforts to improve the quality of education. Teachers mostly have a paradigm that learning must always be in school. The learning methods with lectures become the main method which is performed by teachers, especially by teachers at the elementary school of Muhammadiyah. Learning by using the potential local excellence is considered a strenuous activity,

and materially. The students are excited to undertake learning activities outside the classroom, but they were often disappointed with the worksheet that was given by teacher because the worksheets inhibit the process of playing the students. This is because, student worksheets are given is often not associated with activities outside the classroom. Therefore, students' worksheets have to be adapted to the location of learning outside the classroom. Using a variety of different ways and as interesting as possible in order to improve the quality of learning in the Malang, Malang regency, and Batu city.

Improving the quality of teaching in the three areas mentioned above will be done through cooperation with universities. Fully supported that granted by the government is very direct impact on improving the quality of learning in Malang, Malang regency and Batu city. Moreover, many universities in the establishment of these three areas have a positive impact on the development of education. The existence of research activities, student internships and all programs that synergize the schools and universities realize the interaction, either directly or indirectly. The process of quality improvement is synergistically namely in the fields of tourism and education, economic, social, political, and so forth. Therefore, through these programs makes Malang, Malang regency and Batu city will be developed and qualified.

CONCLUSION

The implementation of *Sinau Wisata* based on potential local excellence in the thematic learning at the elementary school of Muhammadiyah in three areas; Malang, Malang regency and Batu city is needed. The process of improving the quality of education needs to be done in synergy with a wide range of fields, either in the field of tourism and education, economic, social, political, and so forth. Therefore, by synergizing various fields with potential areas local advantages, the region will be developed and qualified.

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DEVELOPMENT RESOURCES COURSE KINESIOLOGY BASED MOBILE LEARNING FOR STUDENTS FACULTY OF SPORT SCIENCE IN EAST JAVA

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ABSTRACT

Unavailability of learning resource materials kinesiology-based mobile learning, resulting in learners have difficulty studying the materials provided. A research on "Development of Learning Resource Materials Kinesiology-Based Mobile Learning. Research and development objectives of developing a learning resource materials based mobile Learning Kinesiology Sport. The study uses a conceptual model, subjects try to include subject experts and potential users. Data were analyzed with descriptive statistics. Results of data analysis obtained 88.57% of the products produced showing the accuracy, suitability, and efficient time and 85% of instructional media showed practicality, the attractiveness and usefulness. Conclusion of the study that the resulting product indicates the accuracy, appropriateness, meaningfulness, the attractiveness, usefulness, practicality, and not difficult to use mobile learning to lecture at the Faculty of Sport Sciences.

Keywords: learning, kinesiology of sport, a source of learning, mobile learning

Phenomena that exist today, associated with the development of technology and information now, has opened up opportunities for everyone to be able to learn independently and quickly which means that anyone can be first to identify and acquire new knowledge including knowledge-based technology (Darmawan, 2012). Educators learning innovation particularly important to change attitudes towards learning model based instructional technology to keep pace with technological developments and progress toward particular learning technology lectures kinesiology (Anitah, 2014).

Learning in college, students as learners important active learning and interacting with peers (peer insteraction) to communicate the material. In an effort to meet these conditions, lecturers as educators is important to use appropriate learning technologies in order to improve the competence of students to access material that is supplied from a variety of learning resources used (Yamasari, 2010). Utilization of information and communication technology in education is very urgent to respond to the challenges of life-paced world of technology. For that college graduates who want to be accepted in the world of work should start initiating technology-based learning (Davis, 2013). Students as the largest stake holder will characterize the performance of the college. Innovation efforts in the field of education and learning is done by the use of multimedia equipment which is currently felt to be more effective against the educational aspects of the use of old methods (Dwiyogo, 2008).

The more advanced science and technology and the human horizon result in every future generation should learn more to become educated man. So that the education system can be implemented more effectively, learning resources are utilized not just limited to humans or books but non-print resources is currently a trend and more effectively used in the student environment (Papalia, Olds & Feldman, 2008).

Currently the media and the tool will no longer be the result of human knowledge, but also as a means to communicate knowledge and specific skills and knowledge and new skills. Besides, information standardization in the process is absolutely indispensable for learning activities in order to improve the quality of education (Arends, 2008). The existence and use of learning resources such as nonprinting form m-learning brings students to the mastery of science that is contextual and meaningful as studied by the community of learners and applied to community of learners that also (Dwiyogo, 2010). The media's role in the implementation of learning has characteristics (Joyce, Weil, and Calhouin, 2009): (a) as the infrastructure to deliver the presentation of information, (b) the existence of a series of options which require among other physical changes where and how to learn, (c) improve the direct relationship between educators and learners, (d) increase the activity of learners in learning more independent and change their roles and skills as well as educator skill mastery over increased optimally.

The use of multimedia by embracing instraksional technology is the right solution to

facilitate the implementation of learning (Setyosari & Sikhabudin, 2005) including the timing of the study subjects of Kinesiology the Faculty of Sport Science. Most Student Sport had difficulty in learning and mastering the material Kinesiology Sport. This is supported by the availability of learning resources such as printing and nonprinting reference books are still very limited in number in the campus State University of Malang, consequently the process of understanding and mastery of the material presented obstacles.

Dwiyogo (2010) found a source of learning has an important role to facilitate the level of mastery of knowledge and skills learned, so the availability of learning resources for learners is an important and much needed. Learning resources (learning resources) are all good sources in the form of data, people and a particular form that can be used by learners in learning, either separately or as a combined making it easier for learners to achieve a certain competence (Anitah, 2013). Abdulhak and Darmawan (2013) found in learning resources must emphasize the process of learning rather than teaching process. With the learning resources, will reduce the role of the teacher as a sender information.

In the field of Sport, movement made by every individual should be done with the efficient movement because the movement that will efficiently support successful in a show of the work done. Efficient movement, there are several requirements that must be met is performed with relaxed movements, using the correct technique and motor coordination is needed. Perfection of high sports skills depend on the ability of the offender to apply the principles of biomechanics and kinesiology appropriately and correctly (Hamilton, et al, 2008). Any movement that is displayed should be analyzed in terms of aspects Osteology, myology, and arthrology it is important to prevent injury to any actor. As a key determinant of success and failure of a work staged in a movement is determined by several factors, one of which are elements of the general motor ability (Jensen, et al, 1984). This has resulted in the Student Sport had difficulty in learning and mastering the material Kinesiology Sport.

Therefore, to overcome the difficulties of the students in learning the material Kinesiology, needed learning resources are more practical and learning resources that can be taken anywhere and learning resources that can be utilized at any time, so that learning can be done anywhere and anytime with fast process and more efficient time. To meet these

expectations, learning innovation is needed to attract learners are motivated to learn and encourage students to learn independently and foster self-confidence is getting stronger for the realization of learners character (Kresnadi, 2009).

Innovation interesting and appropriate learning materials needed in kinesiology, this is done by changing the strategy/learning model to the conventional technology-based learning such as learning model based on e-learning through Mobile Learning (m-learning) (Sutopo, 2012). Multimedia learning is currently developing a mobile based learning. This phenomenon is changing the paradigm for creating hybrid learning, which brings together the concept of mobile multimedia with a grain-based innovative learning information technology in the form of multimedia mobile learning (Darmawan, 2012). Sport Kinesiology course for learning to attract interest and motivation of learners, the learning innovation is absolutely needed and important.

Researchers conducted preliminary studies related to the subject matter of learning resources Kinesiology form questionnaires at 97 Student of Sport Faculty of Sport Science Universiats Malang are already covered subjects Kinesiology, the difficulty level of mastery of the material, the respondents to respond to 84 people (86.60%) said it was difficult, not the availability of learning resources (87.63%), 88 respondents (84.54%) in need of learning resources. Respondents agreed to do the development of learning resource materials kinesiology form of mobile learning totaled 78 people (81.41%). Preliminary study on educators through questionnaires and interviews, 100% educators states require technology-based learning resources, 100% agree if it will be the development of learning resources and 100% of educators want technology-based learning resources such as mobile learning. Means both learners and educators need to learn source material Kinesiology-based technologies such as mobile learning.

Associated with learning media mobile learning shapes, Sulistyorini, et al. (2009) conducted a study on learning model form of e-learning in secondary schools reported that the results are valid learning model used to study physical fitness and the media developed has the attractiveness and practicality value in learning physical fitness. Roesdiyanto, et al. (2009) conducted research and development on phisical fitness training model form of e-learning for Vocational High School students, the results were reported that media learning proper form of e-learning is used for physical training Fitness.

In connection with the above-mentioned exposure, can expressed that there are problems associated with learning resources are not yet available learning resources nonprinting form of

mobile learning for the material in Student Sport Sport Kinesiology in the Faculty of Sport Sciences. Therefore, alternative solutions are appropriate to solve the problem in learning, namely the importance of research and development of learning resource materials Kinesiology Sport-based technologies such as m-learning form.

Based on the problems that have been described above, researchers have conducted research and development entitled "Development of Learning Resource Material Kinesiology Sport form Mobile Learning for Students of the Faculty of Sport Sciences Sport in East Java".

Goals to be achieved through research and development is "Developing a Learning Resource Material Kinesiology Form Mobile Learning for Students of Sport Faculty of Sport Sciences in East Java" with the product resulting from this research is to create a learning resource nonprinting the material Kinesiology packaged in the form of Mobile Learning furnished with the manual guide the use of mobile learning.

METHOD

Research and development of learning resources using the conceptual model is the development model based on the operationalization of theories or principles that have been validated in the steps or procedures which lead to a product as a form of problem solving (Mukhadis, 2013). Source learning material Kinesiology Sport is packed in interactive media forms of Mobile Learning, the model is used to refer the opinion of Lee & Owens (2004), the development steps as follows: (1) conduct needs assessment or needs analysis (2) Perform front–end analysis or analysis of early and late (3) designing a design or product design. (4) development or product development (5) Implementation or execution. (6) Evaluation or product evaluation.

Research and development of this approach problem oriented because of the issues examined by the actual conditions on the ground (Mukhadis, 2013), meaning that determines the priority of the issues examined by the condition of riel in the field and urges (much needed) to be solved, so that the product can be directly utilized by the user to increase the added value (added value) of a system. The procedure of research and development of interactive media forms of mobile learning conducted by researchers include: (1) the manufacture of initial product, (2) the expert evaluation, (3) Trial product small group, (4)

Revised Product, (5) Field Test (trial large groups), (6) Results, products are tested

Product trials, with regard to the level of accuracy, feasibility, the attractiveness and suitability of the products produced. Design of the tests include the evaluation of experts, the revision of product plans, small group trial, product revision, a large group trial, the revision of the trial results and the large group of final product as the product is tested. Expert evaluation involves an anatomist, Kinesiology, Sport and Media expert learning. Product revision forms of learning resources mobile learning before been tested on a small group.

Small group trial, a learning resource the material form Kinesiology Sport Mobile Learning tested on potential users amounted to 50 people. Product revision of the development of learning resources based on the responses of potential users. Large group trial, conducted at the Faculty of Sport Sciences in East Java, with subjects try totaled 140 people. Revision of the final product, after analysis of the trial results a large group, learning resource material products Kinesiology Sport Mobile Learning revised form so that the product be used as a product that is tested.

Subjects of research include subject experts consisting of experts: anatomy, Kinesiology, Sport and instructional media. Subject target learners Student Faculty of Sport Science Sport East Java represent 140 potential users. Determination of the subject try using random sampling techniques (Baumgartner & Hensley, 2006). The type of data that is generated in the form of quantitative and qualitative data. Type of quantitative data obtained from the recording at the time of the initial study of questionnaires and qualitative data obtained from the review of the experts (Graton & Jones, 2004). Data collection instruments using non-test instruments in the form of questionnaires and interviews (Baumgartner & Hensley, 2006).

Data Analysis Techniques, research and development using quantitative and qualitative descriptive analysis. Qualitative data analysis techniques of data analysis stage includes data reduction, data presentation, and conclusions or data verification. Quantitative descriptive data analysis techniques percentage form.

RESULTS AND DISCUSSION
Results

Data obtained from the respondents amounted to 97 people Students Sport indicator material interest in kinesiology, the majority of respondents chose the alternative answers "less-is not interested" 78.10% (68 of 97 respondents), there is no learning resources (85 = 87, 63% of 97 people). Respondents amounted to 77 people (79.38%) of the 97 states "in dire need" of technology-based

learning resources nonprinting form of mobile e-learning and respondents expressed very helpful learning resources (78 = 80.41%).

Under the conditions of the riel solutions offered by the researcher to the respondents: guests will be the development of the learning resources, respondents who selected "agree" totaling 88 people (90.72%), which states "agree" nonprinting technology-based learning resources in the form of mobile e- learning amounted to 76 people (78.34%), respondents said they would get practical learning resources in the form of mobile e-learning amounted to 85 people (87.63%).

The results of the evaluation and expert validation of the product is designed as a learning resource materials Kinesiology Sport forms of mobile learning is done by an expert on anatomy, kinesiology and expert sports results are derived from 11 indicators outlined in the questionnaire instrument from the aspect of suitability of the material, the accuracy of the material, ease to learn , easy to do, the attractiveness, usability, usefulness, importance, usefulness, depth of content and completeness of the materials criteria for the validity of product to a learning resource response to the results of the expert all indicators have responded dominant choice answers "B and A" for each indicator score obtained 10-12 (maximum score of 12), these results indicate a very valid and can be used without revision (Akbar, 2013).

The results of the evaluation and validation of learning media expert showed that the indicators of fitness for purpose, characteristics of potential users, learning resources, accuracy, ease, the attractiveness, usefulness, efifiensi, media quality, media significance of the result that all the indicators addressed by media experts 100% tiap- each indicator so that the validity criteria showed a very valid (without revision) (Akbar, 2013). Kinesiology means learning resource material form of mobile learning can be used for field testing small groups.

The results of small group trial to potential users amounted to 50 people, the items in the questionnaire amounted to 50 items that have 19 indicators obtained results on the indicator accuracy, pleasure, practicality, ease do, the attractiveness, clarity, difficulty, usability, usefulness, and usefulness, of respondents who the indicator responds at between 32-38 people (64.00% -76%), so that the indicator validity criteria including valid and there is some minor revisions to the material that is designed kinesiology. Suitability indicator, active learning, independence,

effectiveness, practicality, desire, interest, criterion validity showed extremely valid (80% -86% = usable) (Akbar, 2013), an average of 76.95% criterion validity and revision teradap small products. Results minor revisions that have been made, so that the product can be used to test large groups.

The trial results against a large group learning resource material form Kinesiology Sport mobile learning potential users totaled 140 Sport Students have responded to the questionnaire which comprised nine indicators were plated on 50 items of questions obtained an average yield of 88.57% validity criteria include the category of very valid and can be used (Akbar, 2013). Means the results showed the accuracy, suitability, practicality, ease do, the attractiveness, clarity, meaningfulness, and usefulness of products produced learning resources. Relation to learning media in the form of mobile learning indicator of the level of difficulty of use, suitability, active learning, independence, effectiveness, desires, interests, the usefulness of the product, practicality of the product, and the level of efficiency of time, respondents chose the option "disagree-strongly agree berjumah 119 people (85.00%) include the category of very valid and that the product can be used (Akbar, 2013).

Discussion
Discussion Response Division of Anatomists, Kinesiology, Sport and Media Experts to the Product Learning Resource Materials Kinesiology-Based Mobile Learning

The results of the analysis of the data on the instrument which has responded by anatomists, Kinesiology and Sport as respondents, the results of the evaluation and validisasi product to a learning resource response to the results of the expert all indicators have responded predominant answer choice "A" for each indicator score obtained 10-12 (maximum score of 12), these results indicate a very valid and can be used without revision (Akbar, 2013) and results from media experts all indicators responded by expert media 100% of each indicator that shows very valid criterion validity (without revision) (Akbar, 2013), thus meaning a learning resource materials kemesiologi form of mobile learning can be used for prospective users.

Sport Kinesiology source of learning materials are developed based on the results of the analysis have demonstrated the suitability and accuracy, with the validity criteria, including very valid, it means that the learning resources developed have had accuracy and compliance with the material presented. Anitah (2014) bependapat that the selection of learning resources should: (1) adapted to the learning objectives were formulated, (2) customized learning situation, (3) the ease that is a learning resource that is easy to choose and

learn, (4) the flexibility that is a source of learning flexible for use on a variety of subjects and learning objectives, (5) the practicality and simplicity, (6) the ability of educators and (7) economical select learning resources effectively and efficiently.

Abdulhak and Darmawan (2013) says that the learning resources is one important component that can assist in the learning process, namely as a power that can be harnessed for the benefit of the learning process, either directly or indirectly, making it easier for learners to achieve its goals. Use of learning resources is very important, because it will bring students to the mastery of science that is contextual and has a value of meaningfulness high, including the presentation of the new discoveries in the learning that optimize learning resources in learning (Davis, et., al., 2013). Variations in the creation of learning materials will establish communication to connect ideas between educators with learners (Munadi, 2012).

The benefits of learning resources in the learning (Abdulhak & Darmawan, 2013) is (a) provide a learning experience that the concrete is not directly to students, (b) Presenting the impossible is held, visited or seen directly, (c) adding and expanding the horizons of grain that is in the classroom, (d) to provide accurate information and the latest such as: textbooks, sources, and others, (e) to help solve the problems of teaching and learning both within the macro and micro environment, (f) provide motivation positive, all the more when designed penggunannya appropriately, (g) stimulating to think, act and develop further, such as textbooks, reading books, movies and others that contain the power of reasoning that makes the students are stimulated to think, analyze and develop Furthermore.

Learning can be said to be effective if teachers were able to take advantage of resources and instructional media in accordance with the demands of the curriculum imposed on learners (Vernadakis, 2012). It is important to deliver the students to be able to construct his own knowledge, so that students can be motivated to learn secar active, meaningful, and concerned with the whole life skills (Davis, 2013). Significance is determined by the utilization of learning resources and learning media (Akbar, 2013).

In line with these impacts learning resources are attractive, Rusman, et al., (2012) illustrate the theory studied law "practice" and "effect" which states that if a child is interested in what is encountered, then he will be encouraged to increase the intensity of learning

and accompanied by exercises. The results of the implementation of these laws is a potential protege will increase and the achievement of learning outcomes as expected. The impact of the application of that law that spur potential users to further increase the effectiveness study independently with high intensity (Akhmad, 2016).

Learning mobile learning brings benefits availability of teaching materials that can be accessed at any time and visualization of interesting material (Darmawan, 2012). Sutopo (2012) argued that mobile learning is a learning model that utilizes information and communication technology. On the concept of the learning mobile learning brings benefits of the availability of teaching materials that can be accessed at any time and visualization of interesting material.

The application of the theory of learning readiness (Hastie & Martin, 2006) or the readiness to learn is an activity that needs to be done. This is because the readiness associated with the successful adoption of mobile learning, meaning that the application of mobile learning in the learning depends on the readiness of someone facing challenges related to the learning model used educators. If an individual has a specific learning readiness in learning to use mobile learning models, it will increase the willingness and ability to participate in the implementation of learning using learning media mobile learning (Yamasari, 2010).

Darmawan (2012) argues for learning started to focus learning model that is able to facilitate the learners and educators, developing multimedia learning shift toward mobile learning shape and unify the concept of mobile multimedia with the presentation of innovative learning. Some of the advantages of m-learning compared to other study is (Sutopo, 2012) (1) can be used anywhere at any time, (2) most devices move has a price relatively cheaper than the price of a desktop PC, (3) the size of the device small and lighter than a desktop PC, and (4) expected to include more learners as m-Learning utilizing technology that is used in everyday life.

Users Candidate Responses to the Learning Resource Materials Products Kinesiology-Based Mobile Learning Based on Field Test Results

Lack of technology tools used in the classroom learning, as is thought to be one of the causes of weak education in this case the conduct of the learning process in general (Zuchdi, 2009). Therefore, it is important to the development of learning media in the form of a learning resource that is a source of learning materials Sport Kinesiology-based mobile learning. Analysis of the products based learning resources mobile learning results obtained 73.57% and 18.57% stated precisely stated very precise, and 7.86% said less

precise. Judging from the level of urgency and usefulness of products, convenience products, reported a level of efficiency is very high. Judging from the level of difficulty of products 74.29% said it was not difficult, and 25.71% said it was difficult. Means the use of mobile learning media appropriate packing materials Kinesiology and learning resources are not difficult to use, has a value of usefulness and practicality are very high and capable of increasing independence in learning.

Based on the analysis of data from the test group respondents large majority of respondents wanted media interactive learning technology-based media such as e-learning, or mobile learning, the most widely selected by respondents are mobile learning is chosen by 123 votes (87.86%). This may be due to learning by using mobile-learning has advantages for users, such as (Sutopo, 2012): (1) Convencience: users can access from anywhere in the learning content including quizzes, journals, games and more, (2) Collaboration: learning can be done at any time in real time, (3) Portabilty: the use of the book is replaced by RAM with learning that can be arranged, (3) Compatibility: learning is designed for use on mobile devices, (4) Interesting, (5) learning combined with the game will be fun. Model of learning using technology-based media such as mobile learning is a form of intelligent solutions recent learning (Darmawan, 2012).

The concept of learning to use mobile learning to bring the benefits of the availability of teaching materials that can be accessed at any time and visualization of interesting material. It is important to note that not every suitable teaching materials utilizing mobile learning (Abdulhak & Darmawan, 2013). Rusman, dkk. (2012) found based learning mobile learning if designed properly and appropriately, it makes learning more fun, have an element of interactivity is high, learners become more active, independent at a given time, is responsible for learning, and will force students play a more active role that is more in accordance with their will berinisitif respectively. As a result, learners remember more material presented, has a high flexibility, delivery of learning materials may take the form of digital data such as a smartphone or mobile phone. Thus the mobile learning will act as a supplement and complement the learning that makes educators represent a very important source of learning.

Associated with the use of electronic media in learning, Roesdiyanto, et al., (2009) conducted a study on the Model Training and

Learning Physical Fitness-Based Learning, conclusion of the study that the product training model of physical fitness-based Learning appropriate for the training of physical fitness and are not difficult to use, usefulness and practicality value is very high. Sulistyorini, et. al. (2009) has conducted research on "Development of Physical Fitness Instructional Model Secondary School using learning" conclusion of the study that learning to use e-learning is ideal for learning and physical fitness is not difficult to use, the value of the usefulness and practicality are very high. Means the appro-priate use of e-learning in teaching physical fitness and are not difficult to use.

Thus it can be said that the use of information technology-based learning media such as mobile learning is a form of learning that is unique because learners can access learning materials, referrals and applications relating to learning, anytime and anywhere. The impact of the adoption of the media in learning will increase learners' attention on learning materials, making learning becomes pervasive, and can motivate learners lifelong learning (life long learning).

CONCLUSIONS AND SUGGESTIONS
Conclusions

Relative analysis of data obtained from the evaluation experts and the results of testing a large group, the conclusions of the results of research and development are formulated as follows. First, Based on the evaluation and validation of ahi anatomy, Kinesiology, Sport and expert instructional media, conclusion of the study showed that the resulting product accuracy, the attractiveness, convenience, usefulness, practicality, and compatibility with potential users have very high validity criteria. Secondly, Based on the results of a large group trial, conclusion of the study showed that the resulting product accuracy, the attractiveness, convenience, significance, usefulness, practicality, and demonstrate compliance with the characteristics of potential users and not difficult to use has a very high validity criteria.

Suggestions

Based on the results of the evaluation and validation of experts and refers to the results of testing a large group, it can put forward suggestions on the research and development as follows. First, For educators, so that learning can interest and motivation to learn in students, it is advisable nonprinting educators use learning resources that have been tested are packed car shape learning. Second, For Learners to increase the independence of learning, learning effectiveness and efficiency of the time, advised the students to study Kinesiology Sport courses using learning resources nonprinting

mobile learning as a form of tested products. Media mobile learning can be used anytime and anywhere, so it is advisable for learners are able to optimally utilize learning resources and mobile learning media can be used to learn the material Kinesiology efficiently and effectively.

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ANALYSIS THE MAPPING OF
THE PRIMARY SCHOOL TEACHERS IN
SRAGEN ERA AUTONOMOUS REGION

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ABSTRACT

This research was conducted to find out the description and impact mapping needs and competence of educator elementary school in Sragen. In the time of regional autonomy, each district has a special authority one of them in the management of the education system. With regard to this, researchers wanted to examine further on "mapping Analysis of elementary school teachers in Sragen in autonomous region". The research method used was explanatory survey methods with a qualitative approach. The technique of data collection is done with the study of the relevant literature, observation and interviews with informants. The results showed that from the analysis of the mapping generates the effectiveness of mapping the needs of educators in primary schools both in town and in the villages are tailored to the duty hours of teaching and teacher needs each school level as well as equitable certified teachers in the Regency of Sragen. From the results of mapping raises some issues for teachers who are already settled in early and teachers had difficulty in managing the administration of learning. This is because primary school teacher is the teacher of the class. These results can be seen from the results of research that shows the distribution of the number of teachers each school needs every town is different and the barriers experienced by the teachers.

Keywords: mapping, teacher, autonomous region.

Autonomous region is one of the changes from the centralized system that led to decentralized system. Decentralization requires will progress and development in the area which is better based on the potential of the variety as well as one of the policy of decentralization was also autonomous childbirth education (Nurdin & Sibaweh, 2015:23). With the enactment of the autonomy of the respective areas of education are expected to improve the quality of education. In the autonomous regions, each region has a special authority one of them in the management of education Education Management Government pays attention to the aspectsof fair quality, and access to sufficient education. This is in line with the publication of *Peraturan Bersama Menteri Pendidikan Nasional Nomor 05/X/PB/2011, Menteri Negara Pendayagunaan Aparatur Negara dan Reformasi Birokrasi Nomor SPB/03/M.PAN-RB/10/2011, Menteri Dalam Negeri Nomor 48 Tahun 2011, Menteri Keuangan Nomor 158/PMK.01/2011, dan Menteri Agama Nomor 11 Tahun 2011 tentang Penataan dan Pemerataan Guru Pegawai Negeri 421 Sipil.*Promulgation of this rule may be caused by problems and complaints about equity and distribution of teachers.

Autonomy education each area which should be followed by autonomy at any school/educational units. Can be seen in *Undang-Undang Nomor 32 Tahun 2004* gives the same opportunities in each area of operational policies in the management of education became the authority local governments (provinces and district/city), while its operational activities into tasks and responsibilities of each unit of education (Nurdin & Sibaweh, 2015:29). The authority of local government with the purpose of granting of educational services to the community are adequate and without causing a gap so that the achievement of the objectives of education. The problem of the gap covered a wide range of related matters such as quality, facilities, budget funds, the competence of educators, educators, and others.

The gap in education and equalization distribution of teachers requires serious attention. According to Ali (2009) education namely development challenges improving the quality and relevance of including reducing the gap between the quality of education of the region. National education development is faced with two choices of priorities is equalization access and quality improvement at different level of education. In this case equalization educators who have superior competence should be tailored to the needs and problems of education in every school. Further-more according to Nurdin & Sibaweh (2000:30) states that the quality of education include the quality of the output, the quality of the process and the quality of the input. Be aware that the quality of the input sources

include teachers, students, budget, facilities and parents of students who support each other to the achievement of the objectives of education

Associated with improved quality of education, the role of teachers as educators is a very important part in the system of national education. Refer to *UU No. 14 tahun 2005*, teachers have a very strategic role in improving the quality of education through competency. As for the competence of a teacheris determined through expertise and specifications in accordance with the level of education acquired. This is in line with the assumption that the allowance of the profession to the teacher at the elementary school then the Government also demanded that the level of expert in teaching. The teacher is the spearhead of the success of the educational system. Teacher expert is the answer to all the doubts of the community and the Government in giving trust to improve the quality of education (Nurdin &Sibaweh, 2015:180). So teac-hers holders of key in the success of the implemented curri-culum based on strategies in the exercise of learning in every school.

In *Undang-Undang Nomor 14 Tahun 2005* stated that the workload of teachers teaching at least 24 hours and as many 40 hours per week face-to-face. Next*Peraturan Menteri Pendidikan Nasional Nomor 18 Tahun 2007* about certification for teachers in the offeice mandated that teachers who have obtained the certificate of educators, registration number, and have met the work load taught face toface at least 24 hours in one week earn perks of the profession of one times base salary. Not all teachers are in ideal conditions with a load of teaching face to face at least 24 hours per week. Therefore required the addition of hours teaching for teachers in fulfillment of compulsory teaching for a minimum of 24 hoursin one week that teachers who already have a certificate of educators acquire the right is the perks of the profession.

The distribution of a good teacher is able to lower the level of quality of education gaps in rural and in urban areas. This is in line with the opinion Utomo (2013:1) that teacher and equitable arrangement is the mandate of the joint decree 5 Ministers to increase the effectiveness and efficiency of utilization of educational resources as well as reduce the gap the quality of education.Gaps in the quality of education, one of which was caused by the spread of teachers who are less evenly distributed between rural and urban areas.

Based on observations and interview found cause initial mapping elementary school teacher in Sragen. The main trigger was the shortage of certified teachers teaching hours. A teacher can not meet the number of hours of teaching as many as 24 (twenty-four) hours of face to face per week due to one or more of the conditions as follows: 1) the number of learners and groups oflearning too little will cause the number of face to face hours forcertain subjects have yet to reach the figure of 24 hours per week; 2) number of hours of instruction certain subjects in the structure of the curriculum there are only 2 hours per week of other foreign languages, among others, result in teachers who teach these lessons can not meet the obligation to face at least 24 hours every week; 3) the number of teachers in one school for certain subjects too much; 4) schools located in remote areas usually have a number of slightly the learners and Special Schools because of the specificity of the program, number of participants very little his protege. Because groups of learning a little then resulted in a teacher teaching not until 24 hours every week; 5) some teachers complain because by teaching in school that cause differrent mind and more power especially in looking for a school teacher to teach, clocks fulfillment should try it yourself.

Based on the above issues can be deduced how how the description of the mapping exercise of primary school teachers and the impact of the mapping in the era of regional autonomy. So in this study aims to analyze and describe the mapping implementation as well as the impact of the mapping needs of teachers and even distribution of competencies of primary school teachers who are certified in the Sragen district in the era of regional autonomy.

METHOD

This research was conducted in primary schools in Sragen. Research carried out for 5 months starting from May 1999 until September 2016. Research activities include the preparation of research,collection and processing of data, as well as the preparation of research reports. This study used a qualitative approach. According to Sugiono (2013:14) "quali-tative research methods based on the philosophy of postpositivisme, is used to examine the conditions of natural objects, where the researchers as key instruments, sampling the data source are executed purposive and snowbaal, techniques of collecting with the triangular nature of the inductive, data analysis, and the results of the qualitative research emphasizes the meaning of". Inductive in nature qualitative reseachers let

the problems emerging from the data or it is leftopen to interpretation. The data collected with careful observation and analysis of documents and records.

The type of research used in this research is descriptive research.Opinions of Noor (2011:34-35) "a descriptive research is researchthat describeseeks a symptom, events, events that occurred when the now". Descriptive research answers the question what with more detailed explanation in a corresponding researchproblems. Qualitative res earch using the natural environment as a source of data. According to Sugiono (2013:308) "sources of data in qualitative research is a source of primary data and secondary data sources. With the techniques of data collection in the form of observation and documentation. Further analysis of the data used was according to Miles and Huberman performed interactively through a process of data reduction, data display, and verification. The validity of this research data using trianggulation.

RESULTS AND DISCUSSION
Implementation of the mapping of the primary school teachers

Educational reform starting from the bureaucracy of education, curriculum, teacher training and so on the profession. One part ofthe reform of the teaching profession, it is the obligation of teaching 24 hours of teaching. In field observations and conducted interviewa found many teachers, the principal party in the Sragen District Education Office lacking understanding understanding of regulatory compliance burden of teaching. But the 24-hour fulfillment teaching closely related with the profession and benefits national teacher Setup.

Certified teachers who got the perks of the profession one timesbase salary the early enactment of the joint decree five Ministers about structuring and distribu-tion guru 2012 started the confusion looking for extra hours teaching. In accordance with theprovisions of the certified, teachers can get the allowance certification if it meets face-to-face teaching hours at least 24 hours in one week. Before the decree came into force together five certified teachers, Ministers hours teaching face to face less than 24 hours per week could still meet with extra duties outside the classroom, such as extracurricular tutors, guardians and tutors, class packages A, B, and C.

With the Decree along with five Ministers of this teacher's teaching burden, really apply to face-to-face at least 24 hours per week and a maximum of 40 hours per week. As a result, many teacherswho lack teaching hours, if not met, will not automatically benefitcertification. In this case the teac-hers perceived difficulties certain subjects, such as religion, the arts, sports, and the English have two hours in class in one week. It is increasingly difficult to be fulfilled if the groups of learning at school a little bit, especially small private school. So the conditions in some schools became less conducive because the basic division of hours taught do not refer to the provisions of the joint decree five Ministers. The Division is more based on seniority, not performance or competency and accomplishment, the number of teachers certified, while more andmore hours of instruction at the school is limited. Coupled with the number of groups of study of each school that is uneven. Theschool quality are seen superior to have a number of groups ofstudy that exceeds rules that have been set. It happened on a private or State primary school located in urban areas.

Teachers still are not able to meet the work load at least 24 (twenty-four) hours of face to face and up to 40 (forty) hours in one week on face to face educational unit where he was appointed as apermanent teacher, can meet the workload through a system of joint teaching team (team teaching). Team teaching has the principle that in one study group for single subject in the lead by more than one person the teacher. There will be two or three teachers who deal with a one-hour lesson in a groups of study, where one of them teach and pass on the lessons and the other acting as a facilitator or observer.

Through team teaching in addition to the accomodation aspect of his education methods, will also be supervised another aspect to know the level of understanding of pupils. Team teaching can be done by teachers in the same school or by teachers from different schools. Team teaching can be implemented if the demands of the curriculum requires more than one person teacher to handle one groups of learning the lesson that process is a single entity (can not be separated into place). Each teacher in one learning process has the task of each of which is implemented in the same time in a single groups of study.

Teachers still are not able to meet the work load at least 24 (twenty-four) hours of face to face and up to 40 (forty) hours per week on face-to-face educational unit where he was appointed as a permanent teacher, can also be given the task of

carrying out special remedial and enrichment. Special remedial and enrich menthas the principle that the assignment is specifically for one person teacher to a group of learners who require guidance in particular. The teacher who got the task of teaching load of synchronised with 2 hours each week. There are conditions for teachers who are konstektual it is not possible to have a 24 hour teaching load. The conditions in question are as follows: 1) served on special education services unit; 2 special ex-perts); 3) required on the basis of consideration of the national interest.

The fulfillment of these minimum teaching hours should be evidenced in the real or physical evidence such as the schedule of tasks and Division of Administration should be done by the teacher each semester. For teachers who are subjects, the school is obligated to perform the optimization of structuring and equitable teaching load of teachers. If there are still teachers who have not been able to meet the burden of teaching face to face at least 24 hours per week, the fulfillment of the burden of teaching learning activities performed through equivalence/supervision. But many teachers especially old teachers have difficulties in terms of administration reporting the fulfillment of teaching hours.

Equivalence of the learning activities/ supervision) recognized at most 25% of the burden of teaching teachers or 6 hours per week face-to-face as evidenced by the physical evidence. Physical evidence of equivalence of learning activities in pursuit of the form/ photocopying/ copy that legalized by the principal and presented to the education service districts/cities/provinces in accordance with those powers to be verified. Further education service reported the results of verification to a related Directorate handles the teachers as the basis of the publication of the Decision Benefits the profession. However, for homeroom and teacher picket could breathe a sigh of relief, because their work is appreciated, in contrast to his previous homeroom and teacher picket do not count hours. To homeroom calculated 1 hour lesson for one classper year. While for teachers picket calculated 1 hour lesson for one time in a week.

Positive Impact

The obligation to teach 24 hours of face-to-face teaching per week is said to be positive because the task of the teacher is to be effective in the school adapted to the allowance has been granted. It is tailored

to the purpose of structuring and equitable teacher of civil servants to improve the quality of education through the provision of teachers in the long term completely. Certified educators. Teachers who are certified educators expected to become professsional teachers.

Teacher professional development is the key to quality education. On the one hand, the Central Government's interest against the success of Equalization and structuring of teachers because it will suppress the teacher needs civil servants. If the PPG works, where the teacher is no longer concentrated in particular schools and distribution evenly in all schools, this will reduce the number of national teacher's needs.The decline in the number of national teacher's needs will in turn suppress national budget allocation to finance shopping teachers in the form of salary, allowances, and so on.

Negative Impact

On the other hand the Division confuse the principal teaching hours. Will ultimately create problems in junior teachers or honorary teacher. In a joint Decree Five Ministers, a teacher of civil servants who lack teaching hours are only allowed to cover the shortfall with its teaching in public schools only. But all along, manyteachers are civil servants who cover the shortage of hours teaching with teaching in private schools is poor, around their tasks without being paid. This provision eliminates the rights of poor children to acquire learning from teachers who are already certified. In this case there is a dichotomy between State school students and private school students.

Teachers who acquire another school as a place to add to the number of hours of face to face, meaning a teacher must teach in some places. It certainly takes time, cost, and more power, so it is not efficient. This causes the teacher to be less concentration in teaching and as a result the learners be not optimal in the lesson.In addition, time is not an effective way to teach at other schools would result in teachers do not have sufficient time to read, write, draw up implementation plans, Learning and improvement of professiona-lism. Thus, it can be assumed that the regulation together with 5 (five) Minister of neglecting quality improve-ment efforts and burden the teachers.

CONCLUSION

Fulfillment of obligations taught for 24 hours in one week of face to face is a consequence that must be carried out by a teacher to obtain allowances of teachers. Fulfillment of obligations 24 hoursmay be a solution of the equitable distribution of teachers. This

step is also performed as an attempt to keep it from happening between teachers teaching hours inequality in one school and the other schools. In addition to anticipate not maximum empowerment teacher, then the necessary calculations and mapping teachers in each district/ city with better.

Successful implementation of teacher workload fulfillment relies heavily on understanding, awareness, involvement and an earnest effort from all their associated elements, as well as Governmentand community support. Successful implementation of the fulfillment of the workload of teachers has also become a real hope for the development of education, teacher professional development that is able to produce a decent intelligent Indonesia in a fair and competitive, quality, and relevant to the needs of the global community and Indonesia.

The spread of uneven teacher raises the occurrence of inefficient utilization of teachers in some places. Teachers who do not meet the obligations of the 24-hour face-to-face teaching per week recommended for mutation/transfer to another school the teachershortage. The arrangement of the transfer of teachres following the policies of the respective local government through the Department of education. Should the fulfillment of hours taught by teachers who lack teaching hours are set by the local education Office, so that the teacher is not confusion in finding the school shortage of teachers in teaching.

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PARENTING PARENTS AND SELF-STUDY CHILDREN AGES 6 YEAR IN EDUCATION EARLY CHILDHOOD SANDAT KUNING MATARAM

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ABSTRACT

The artikle a pattern Foster parents toward self-learning children aged 6 years, the likelihood of children applying simple learning of independence. This pattern has been developed on the basis of relevant theories, and initial implementation in early childhood education, Reef Environmental Madain Mataram. This pattern is developed based on the four steps in the cycle of child's independence: heredity, upbringing, physical condition, the order of birth. This preliminary study is intended to determine the feasibility, practicality and ability independence from parenting to be applied in early childhood education settings. Based on preliminary findings, early childhood parenting will be established based on the condition of the parents was at home. This pattern will provide a valuable contribution to the education of people host in their homes to maintain and improve parenting in improving the quality of education of parents, and therefore can provide quality service to children.

Keywords: parenting, early childhood, parents

Having children independent, tough and brave is the dream of every parent. The duties and responsibilities of parents a family towards their children's education is more the formation of character and manners, social skills training and education, such as helping, jointly keeping the house clean, maintain good health and peace of the household and the like. In the framework of the implementation of national education, the role of ancestry as educational institutions increasingly visible and important.

The role of the family, especially in the cultivation of attitudes and values development of talents and interests and fostering talent and personality. In connection with the planting of Pancasila values, religious values and the values of trust in the Almighty God begins in the family.

Based on the above opinion is clear that the role of education in the family and community is very important, because through education will determine a child's character and his future and as a parent who is a teacher first and foremost for the child then the child will learn life and through parents nor children learn will develop all aspects of his own for the parents play a role in guiding and motivating children to develop themselves, especially when the child is 6 years old.

From the observations of researchers Thursday, 11 February 2016 that the ECD Integrated Environmental Sandat Kuning located in Medain Karang Barat, Mataram West Village, District Selaparang Mataram, West Nusa Tenggara Province. The distance to the center of districts ± 500 m and the distance to the city center ± 500 m. Beginning naming Sandat Yellow organization called early childhood, because the needs and desires of the parents of students, the institution changed its name to Integrated ECD Sandat Kuning. Under the auspices of ECD then the institution has a container Kindergarten (TK) and play group (KB) so that people around the reef medain west and its surroundings can leave their children with a sense of security, comfortable and has activities in the learning process in accordance with the child's age early.

Integrated ECD was established on June 1, 2012 which was pioneered by the Chief of Integrated Early Childhood Sandat Kuning (Ni Luh Putu Arini) on their motivation to establish early childhood education institutions in the reef environment medain. Beginning of Education established an environment of coral medain West because of an observation and observation about the absence of the container body to foster and nurture early childhood due to some environmental factors that will have an impact that is not good for the personality and character of early childhood. Of the impacts that such as gambling, drinking drugs and juvenile delinquency resulted in moral and ethical child no more, because that arise an idea or desire of the head of ECD Integrated Sandat Kuning to change environmental conditions better by setting up a early childhood education institutions. Thus early age children were saved from routine or environment with a variety of activities in early childhood education institutions.

Early childhood is a part of a child in the age range of birth to 6 years. At this age the terminology referred to as pre-school age children.

Aged 6 years is a sensitive period for the child, the child begins to receive bebagai sensitive development efforts throughout the children's potential. Sensitive period is a period in which the maturation of the functions of the physical and psychological ready to respond to the stimulation provided by the environment, this period is a time to lay the first foundation in developing physical abilities, cognitive, social, emotional, self-concept, self-discipline, self-reliance, art and values religious values. Therefore, in need of stimulation conditions and in accordance with the needs of the child to the growth and development of children achieved optimally.

The role of children in independent study, especially parents is in need in developing the potential of children 6 years mainly in children's language development. Development efforts should be made to play while learning activities or learning while playing. By playing the child has the opportunity to explore fun. Besides playing helps children to know themselves, other people and environmental.

METHODS

The study design is based on research problems. In this study, using the phenomenological qualitative descriptive approach. The approach begins with inductive and deductive thinking. Conclusions are drawn based on empirical data. While more research attention directed at the establishment of a substantive theory based on concepts arising from empirical data that will be later findings. So that qualitative research is research that produces descriptive data in the form of words written or spoken of people and behaviors that can be observed (Margono, 2003).

The location of research in early childhood which is in the Sandat Kuning Environmental West Karang Medain, Mataram West Village, District Selaparang Mataram, West Nusa Tenggara. In qualitative research, the researcher's presence acts as well as a data collection instrument.

Related to this research, then as a primary data source (primary) is the data prepared in the form of words and actions of those who observed or interviewed (the object of study) are then recorded through the notes, through a video recorder / audio tape, shooting (photos). Event data collection is a very important part in a research however does not mean that the other part is less important even in qualitative research, collection and analysis of data carried stimulant. The point is that while collecting the data, researcher and perform data analysis in this context the role of the researcher as a

manager investigators also as the only instrument. In this study the form of the interview was used directionally or free guided interview is an interview conducted freely, but can not be separated from the main issues that will be asked. In this study, interviews were conducted with head of early childhood, early childhood teachers, and parents of early childhood Sandat Kuning Mataram. In the analysis of data to be checked according to the type of data processing used in the respective issue then concluded for the whole problem under study (Faisal, 2001).

The collected data is then performed distinctions, where distinctions are meant to categorize the type of data collected, before the data is input into the research. In this study, data processing method used is descriptive method, which is a way of analysis or processing of data by way of systematically compiled in the form of words or sentences and eventually obtained a general conclusion. In qualitative research, the research conducted by three techniques: 1) data reduction, 2) Presentation of data, 3) inference of data (Sugiono, 2007: 89). Related to this research analysis conducted by three of the process considering this study used a qualitative approach.

The validity of the data is intended to obtain a level of trust with regard to how far the research results reveal the truth and clarify the data with actual facts on the ground. For the data obtained by researchers credible and justified scientifically, the research to check the validity of the data by maintaining credibility, transferability, dependability and confirmability.

RESULT AND DISCUSSION

The first study conducted by Rian Taruna in the thesis titled "The Role of Parents in Early Childhood Education". The result of this research is the role of education in the family and community is very important, because through education will determine a child's character and his future, form the character and manners, skills training and education kesosialan. The role of the family, especially in the cultivation of attitudes and values development of talents and interests and fostering talent and personality (Rian Taruna, 2010. The relevance of the research to be conducted by the researchers is related to the parents' parenting role in the social development of children aged 6 years.

The concept is the raw material of a study that will be in surgery in each of the buildings, the theory most fundamental conceptual level that includes definitions, conceptual analysis, and a statement confirming the presence of symptoms empirically shown in the statement of intent Suprayogo and Tobroni, (2001), The concept can also be used to understand everything that is distinctive that already exist in a which has been

expressed so openly can be observed with the naked eye carefully (Wuisman, 1996).

In connection with the above concepts are included in this study are as follows:

Pattern foster parent is a pattern of behavior that apply to children and are consistent from time to time. This pattern of behavior can be perceived by the child, in terms of negative and positive. According to Edwards, 2006 stated that parenting is the interaction between children and parents to educate, guide and discipline and protecting the child to reach maturity in accordance with the norms that exist in society.

Parents are the father and mother of a child, either through biological and social relationships. Generally, parents have a very important role in raising children, and call mom and dad can be given to women or men who are not the biological parents (biological) from a person who fills this role. According to Thamrin Nasution parents are each responsible person in a family or household tasks in everyday life called the father and mother. While Hurlock reveals parents are adults who bring children to adults, especially in the development phase.

In more detail can be described the importance of the role of parents for children's education, among others: (a) Parents are the first and main teacher for children. Through parents, children learn life through parents and children learn to develop all aspects of his personality. (b) Parents are the main protector of the child, (c) Parents are the source of life for children, (d) Parents are dependent upon the child, (e) Parents are a source of happiness for the children.

In addition parents have some role in educating children, among others: (a) Maintain physical health checkers child's mental, (b) Laying the foundation of a good personality (c) To lead and motivate children to develop themselves (d) Provide adequate facilities for development child. (e) Creating an atmosphere that is safe, comfortable and conducive to the development of children.

According Padil (2010) social development of children is a pattern of behavior, according to the theory of symbolic interactionism, human action is based on three things: (1) Humans act towards one based on the meanings that exist on something for them. (2) The meaning is derived from a person's social interaction with others. (3) The meanings of refined during the process of social interaction takes place.

The factors affecting the social development of children, among others:

1) The structure of the socio-cultural patterns of behavior that is expected Idial.
2) Factors that situation all the physical and social conditions which were and are applied in accordance with the social system.
3) The factors of personality that is all psychological and biological factors that influence the behavior of individual actors.

The process of social development of children through two ways: a) the process of social learning, which means learning to understand and know about the behavior and actions of the community through social interaction. b) The process of formation of social loyalty.

Program in Early Childhood Education is education that determines the formation of the child's personality. The process of early childhood education occurred since the child in the womb, infancy up to children aged less than eight years. Education is provided through the provision of educational stimulation to help the development and growth of both physical and spiritual.

Early childhood is a child whose age has not entered a formal educational institutions such as elementary school (SD) and usually they stay at home or follow the activities in the form of various educational institutions of pre-school, such as playgroup, nursery or garden childcare. Early childhood is children aged 0-8 years. While essentially an early age children (Augusta, 2012) is a unique individual, where he has a pattern of growth and development in the physical, cognitive, social, emotional, creativity, language and communication in particular that according to the stages that are traversed by the child. And various studies have concluded that early childhood is children aged 0-8 years who are in a stage of growth and development, both physically and mentally.

The period of early childhood is often called the "golden age" or a golden period. At this time nearly all potential child has sensitive period to grow and develop properly and terrific. The development of each child is not the same because every individual has different developments. The food is nutritionally balanced and intense stimulation is very important for proper growth and development of the. If the child is given stimulation or good nutrition, the process pertumbukan and child development will occur either.

The ideal and good education should be done since children birth through adolescence to be returned to nature or natural approach. If a child can be one with nature will he be happy and will grow curiosity. Children should be able to develop naturally without a hitch. Parents must provide freedom in accordance with his talent. In the opinion of Marun Lauther (1483-1546) family is the most important institution for the education of

children. Lauther encourages parents to guide children in religious education from home. Meanwhile, according to Ki Hajar Dewantara education unbiased cultivation of character value, artistic value, cultural value, intelligence, skill and religion. Among the system is how to approach, or educational methods most appropriate to do in Indonesia, even said "Education is the servant of the child", this proves that education should serve and give freedom to the child to be happy.

Independent Learning good learning is familiar with the various concepts through the child's own experiences, among others: through counting, measuring, taste, and touch or touch. All that can be obtained if from an early age are taught in trouble, both heavy and relatively light. Habits spoiled an attitude that should be removed so that they can solve their own problems without help from others. One way to develop self-sufficiency in children is to introduce value activities adventure. Mother possessed the greatest responsibility in educating children. The most important principle is to learn through play Zaenab (2015). Early childhood education programs are considered important include.

The theory of social development to support social research is tori children used in the field of philosophy and sociology of human development. If in educational psychology discussed about human development from the psychological side, then in the sociology of education discussed about human development in terms of sociological. According to Abu Ahmadi theory of social development processes are categorized into: 1) Theory of nativism. Nativism theory says that humans will evolve like what it is heavily dependent on nature; 2) Theory of Empiricism. The theory of empiricism says the development of the child is influenced by environmental factors, while the carriage had no effect; 3) The theory of convergence. This theory said that human development depends on two factors: innate factors and environmental factors or school.

Thus the theory of the above contribute to the upbringing of parents and independent learning of children aged 6 years on early childhood care and Sandat Kuning Mataram.

CONCLUSION

From the results above it can be concluded that parenting parents with children in early childhood learning independence in the social development of children 6 years of age is necessary so that the child can get along with peers and explore talents or capabilities. Child learning independence will give a guidance

which is based on parenting and child development. Social development of children is the learning process of individuals to behave in accordance with the standards contained in the culture of the community. But in reality the role of parents in their children's social development, especially independent learning for young children are age 6 years to the development potential of children is lacking. This can be seen when children get along with their peers is still very limited by the parents so that the socialization process is individual study habits, attitudes, ideas, patterns of values and behavior with a standard of behavior in which he lived is still lacking which would give effect positively to the growth and development for children.

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DEVELOPING LIFE SKILLS THROUGH
PRIMARY SCHOOL STUDENTS LEARNING PROJECT
BASED MATH

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ABSTRACT

Life skills are skills that one has to dare to face life's problems with reasonable without feeling pressured, so someone will proactively and creatively search as well as finding solutions to overcome the problems that it faces. Life skills are classified into two skills, namely life skills in general, namely self-awareness (personal skills); rational thinking skills (thinking skills); social skills (social skills); and life skills in particular, the intellectual faculties (the academic skills); social skills (vocational skills). Life Skills can be developed early start at primary school age. Curriculum SD 2013 signaled learning in school refers to the active learning centered on the student. Based on of the gesture learning in schools should be directed to the scientific approach. One of the learning which refers to the scientific approach, the project-based learning that is adapted to the character thinking of elementary school students. Elementary students are at the age of 7-12 years have a level of concrete operational thinking. At the age of elementary school students still have the ability to think holistically to address a problem. In connection with the character of elementary school students in teaching mathematics abstract should be adjusted to think students. One of the subjects that facilitate the development of life skills that mathematics learning materials. Mathematics as a basic science which cover all the science associated with abstract ideas are arranged in hierarchical and using deductive reasoning / logic. Learning mathematics in elementary school must be adapted to the character of students as learning subjects. This can be done by implementing a Project-Based Learning Mathematics. Packaging of project-based math learning step, starting from determining essential fundamental questions or inquiries; design planning activities (project); draw up a schedule of activities, monitor the progress of activities; test the process and learning outcomes; evaluate the experience of implementing the activities (projects). Armed with strive math skills students are able to develop their creativity so that they can develop life skills.

Keywords: life skills, project based learning, mathematics, elementary school

Law No. 20 Year 2003 on National Education System (USPN) suggests an increase in the quality of education nationwide. Improving the quality of education related to improving the quality of the Indonesian people fully inter alia through olahhati, olahpikir in order to compete. In accordance with USPN is explained that education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners can actively develop the potential for him to have the spiritual power of religion, self-control, personality, intelligence, noble morality, skills needed him, society, nation and state. Thus the purpose of education is to help students to be later able to improve and develop himself as an independent person, as a society and as citizens (Dawn, AM.2008 / http: //www.mbs-sd.org/isi.php? id. = 82).

Efforts to improve the quality of education has been carried out thoroughly covers aspects of knowledge, skills, attitudes and values. This was carried out from higher education to the most basic levels of education, namely primary school. The concept of education led to the establishment of the Indonesian people in the future to bring the

determination of the basic learning needs in schools. One of the concepts related to learning basic skills is a basic (basic skills), the ability of the minimum that must be owned by the students to continue to develop themselves. There are three elements ("3 Rs), namely reading, Writings, and arithmetics, is a set of basic skills that should be mastered by students. All three of these elements support the implementation of basic learning. Learning basic includes six components: reading, writing, and arithmetic (mathematics), as well as cultural information (either in Indonesian language, science, social studies), English, and Computer (Sonhaji, A.2013: case 100). The development of these aspects strived to improve and develop life skills, through a set of competencies that must be achieved by students in order to survive, adapt, and succeed in the future.

Mathematics as one lesson in elementary school is inseparable from the concept of basic learning in education and improving the quality of the education. For the application of mathematics learning need to be reviewed / improved / adapted to the rules of education and training. In order for the learning of mathematics has value and results to fit the needs of students, the learning must be pursued on learning that leads to the fulfillment of

the needs of students in the future. Learning mathematics meant that learning life skills through project-based learning. Thus the teacher in teaching mathematics should adjust the characteristics of the material (content) of subjects, with mathematics learning approach in accordance with the level of thinking, student characteristics and needs of students in the future. Elementary school students are still in the stage of concrete thought to have characters like to play, like manipulating concrete objects to get / find something. Thus the stage of thinking that needs to be used for membelajarkan math teachers effectively, by implementing learning refers to the development of life skills.

Observations in several areas obtained information that students have not been able to plunge school graduates in the community to the fullest, because they are less skilled and creative in solving problems in everyday life. For example, students can not calculate or determine the outcome of the calculation math quickly and accurately, so that it can inhibit the settlement of problems faced by students in the community or the world of work. This is due to the level of student mastery in mathematics inadequate. For the mathematical skills of students ranging from elementary school needs to be improved early. This can be done by applying mathematics learning in creative and innovative through project-based learning. dimilik that skill proficiency students can support later life.

Less successful students in learning mathematics due to several factors that are common, namely psychological factors, physiological factors, paedagogik factors, environmental factors schools, facilities and infrastructure factors mathematics in elementary school. The lack of props, curriculum demands which must be met by teachers to be a target of achieving appropriate curriculum, the learning of mathematics in primary schools tend to be monotonous. Learning only lead to the complete absence of material without seeing the process of achieving this, so that the nature of elementary school students develop good universal interest, intellectual, physical, emotional, and social development is not realized by teachers and tend to be ignored. Besides, in general mathematics is still centered on the teacher. Learning Math is not associated with the formation of life skills students need to have in the community. After graduating students passive and often experience difficulties mainly in difficulty in solving problems in everyday life.

Based on the description above, the discussion in this paper is focused on the development of life skills through creative and innovative math learning project based at the Primary School. The Objectives The discussion in this paper aimed at giving empirical overview of how to develop life skills through project-based learning math in elementary school.

DISCUSSION
The Concept Of Life Skills

According to WHO (1997) defined life skills as the skills or the ability to be adaptable and positive behavior that enable a person is able to face the demands and challenges of life more effectively. Barrie Hopson and Scally, argued that life skills are developing themselves to survive, grow and develop the ability to communicate and relate either Individui, groups and through the system in a given situation. According to Brolin (in Puskur, MONE ,. Puskur, 2008: 4) life skills is the interaction of various knowledge and skills so that one is able to live independently. Life skills does not merely have a certain ability, but also has the ability to support basic functional. For example: reading, writing, arithmetic, formulate and solve problems, manage resources, working in groups, and using technology.

Development of life skills in question here emphasizes the following aspects: (1) Relevant skill to master learners, (2) the subject matter in accordance with the level of development of learners, (3) the learning activities and the activities of students directed to the achievement of competencies, (4) facilities, tools and adequate learning resources, and (5) capabilities that can be applied in the lives of learners. Life Skills has a very broad meaning if the learning activities designed to give a positive impact on learners in helping to solve the problems of life, as well as overcoming the problems of life and life is faced proactively and reactive in order to find a solution of problems. Those aspects of the above boils down to an increase in the development of life skills which is realized through the achievement of competency to be achieved by students in order to survive. Activities are integrated on existing learning. So no need to allocate separate time. Life Skills are grouped into two types: generic life skills (generic life skills / GLS), and specific life skills (specific life skills / SLS). Generic life skills, include: personal skills (personal skills), and social skills (social skills). Personal skills include proficiency will self-awareness or understanding of self (self awareness) and thinking skills (thinking skills), while social skills include communication skills (communication skills) and proficiency in collaboration (collaboration skills). As for specific skills, skills related to the job or face certain

circumstances, which include academic skills (academic skill) or intellectual prowess, as well as vocational skills.

The academic skills development should be adjusted to the level of student thinking and education. Implementation of life skills education integrated with existing lesson in all types and levels of education, not least in mathematics. The principle of learning leads to learning life skills contextually, namely the relationship between real-life environment and experiences of students.

Steps that can be taken in describing the life skills that are integrated into the course from, among others: (a) identifying the elements of life skills that are developed in real life and can be developed in the form of learning activities; (B) identify the knowledge, skills, attitudes, and values that support the life skills; (C) classify in the form of topic / theme of the course from the corresponding mathematical life skills; (D) determine the methods of learning; and (e) designing the shape and type of assessment (Puskur Research and Education Ministry. 2008).

Characteristics Of Primary School Students In Learning Mathematics

As stated by Jean Piaget, the level of development of human thought includes four stages, namely the age of 0-2 years of sensory motor stage; 2-6 years of pre-operational stage; 7-12 years the concrete operational stage; and over 12 years at formal abstraction / abstract. Elementary school students who have aged 7-12 years are in the concrete operational stage (Kostelnik. 1993: 122-128). In this concrete operational stage, elementary students begin to think mathematically logical.

Phase thinking begins by manipulating concrete objects in solving its problems. It is characterized by the ability of understanding of numbers, matching, selecting, classifying, identifying and understanding the concept of sets, comparing two groups of objects, understanding parts of a whole, drawing, graphics, measure, make a pattern, estimating, generalizing simple. While skills can be developed in the concrete operational stage is for students to cultivate the initiative to move in the study, including focus skills (focusing skills); sorting skills information (information gathering skills); analyzing skills (analyzing skills); generalize skills (generating skills); recall skills (remembering skills); organizational skills (organizing skills); integrating skills (integrating skills); assess skills (evaluating skills); At the age of

elementary school students still have the ability to think holistically to address a problem

How to develop your life skills for students?

One effort to develop life skills, begun thinking. Thinking can be defined as a process of using the mind to find meaning and understanding of things, estimate the various possible ideas or creations and make a reasonable judgment, in order to make decisions and solve problems and so make the process of reflection and metacognition experienced (Mustadji.2013)Thinking is an activity focused on the exploration of ideas, provide a wide range of possibilities and are looking for more answers correct.

In relation to the learning context, in the classroom, the development of thinking skills includes four things: 1) the ability to analyze; 2) learning students on how to understand the statement; 3) follow and create a logical argument; 4) eliminating the wrong track and focus on the right track (Haris in Mustadji. 2013). Thinking in learning activities include critical and creative thinking.

Critical thinking is meant here is the ability to organize, systematize, interpret, and the settlement of a problem mainly related to several variables or the relationship of the various problems it faces (Hudoyo: 1979) Examples of critical thinking skills, for example: compare and contrast; creating categories; examining small parts and the whole; explain the reasons; made to order; determine the source believed, and make predictions.

Characteristics of critical thinking someone has the following capabilities: analytical; convergent thinking, vertical thinking, estimate the various possibilities; make decision; think the focus; has a purpose; able to answer; using the left brain; express something verbally; think in a linear manner; think about the influence of a problem. Creative thinking is to think consistently and continuously produce something creative / original as appropriate.

Indicators of creative thinking is characterized by the ability curious; looking for trouble; enjoy the challenge; optimistic; able to distinguish assessment; comfortable with imagination; see the problem as an opportunity; see the problem as a matter of interest; problems can be accepted emotionally; challenging the assumption / presumption; and do not easily give up and tried hard. The results of creative thinking the accomplishment of a person's creativity, which is characterized by an ability, behavior and processes.

Thus the so-called creativity can be expressed as: An ability to think and find new ones, creating new ideas by combining, changing or reapplying existing ideas; A behavioral accept change and newness, the ability to play around with various

ideas and possibilities, flexible outlook and habits enjoy something; A continuous process of hard work and in generating ideas and solving problems better, and always tried to make things better. In connection with the character of elementary school students in teaching mathematics abstract should be adjusted to the level of student thinking of concrete operational thinking stage leads to the stage of formal thinking, then the elementary students need to be trained to think critically early.

Teachers 'efforts to build, enhance and develop students' creativity needs to be done with the creation of a conducive learning environment that supports student creativity, the learning environment that directly provide opportunities for us to think critically and openly and flexibly without any sense of shame and fear. A conducive environment that facilitates and enables the process of learning. In order to build critical thinking skills and creativity of students, teachers need learning students by involving various mathematical concepts in an integrated manner. Learning that involves many mathematical concepts can be done through project-based learning in math problem solving.

Project Based Learning

There is some understanding of Project Based Learning, among others: Project-based learning is an instructional model that calls for curriculum content standards; Project-based learning is an instructional model that demands the ability of teachers and students to develop guiding questions (a guiding question). Project-based learning is an instructional model that requires students to be able to make the connections / bridges that connect the various subject matter / concept and conduct in-depth investigation of a topic in a concrete way.

Project-based learning is an instructional model that takes into account the students in the exploration, appraisal, interpretation, and syntesys information through a meaningful way. Thus, learning is a project-based learning model that involves centralizing meaningful questions and problems, problem solving, decision-making, the process of searching multiple sources, giving students the opportunity to collaborate with the group, and presented the results of the work in practice. Project Based Learning thus not simply join the new theoretical and practical information, but to motivate the students to reflect on something that has been studied so as to improve scientific performance of the students. Project Based Learning and Curriculum for

Primary Schools 2013. According to the curriculum in 2013 (Kemendikbud, 2013: 137) the implementation of a scientific approach includes activities to question, reason, try (to prove), concluded, and communicating can be done through Project Based Learning. The characteristics of the Project Based Learning (Widyantini, 2014: 5) includes: (a) any problems or complex challenge posed to students; (b) students design the process of solving problems or challenges posed by using a probe; (c) students learn and apply the skills and knowledge he has in various contexts while working on a project (activity); and (d) students work in cooperative groups in addition to discussions with the teacher.Students practice a variety of skills needed in life and their careers.

Project Based Learning Mathematics in Primary

Competency Standards Math lesson SD mention that the math works to develop the ability to reason through investigation, exploration, and experimentation as a means of solving problems through logic and mathematical models, as well as a means of communication through symbols, tables, graphs, diagrams to explain the idea. The purpose of learning mathematics is to train and grow the way of thinking in a systematic, logical, critical, creative, and consistent, as well as develop a persistent attitude and confidence in solving problems. In order to achieve the expected competencies, it is necessary to create a conducive learning climate mathematics to enable students to learn through project-based learning. Numeracy skills, especially operations on numbers count as one of the competencies that should be completely mastered elementary, before reaching a broader competence. For the numeracy skills of elementary school students should be improved. Mathematics as a science that is abstract is axiomatic composed of abstract ideas using symbols with strong deductive reasoning. Capabilities that can be developed through the study of mathematics in general include: Thinking abstract, logical thinking, systematic thinking, critical thinking, analytic thinking, reasoning (argued), manipulate tools, find a relationship, find the pattern / regularity, set the formula as appropriate, using the formula, validating the formula, finding alternative solutions to problems. It is specifically related to material subjects in school, the numbers / arithmetic, geometry, algebra, and statistics.

Knowledge of mathematics includes knowledge of conceptual and procedural knowledge. Conceptual Knowledge refers to the understanding of the concept, while procedural knowledge refers to an algorithm or skills to do the work procedures (Hiebert and Lefevre in Sutawidjaja, 1997: 177). That is, the basic concepts of mathematics should be well understood by the

students, so that students skilled and capable in solving problems broader finally arrive at solutions to problems. For understanding the concept, teachers need membelajarkan be varied, while the advanced skills necessary to create an exercise routine and repetitive, or it can also be accompanied by a game to make it more attractive. In order for the planting of a mathematical concept (idea) into the schemata students can be more meaningful and can construct a mathematical concept, it would require an environment that allows the processing of assimilation and or accommodation on a mathematical concept, thereby building a network concept based on schemata that have of the students (Hudoyo, 1998). Thus requires the involvement of students intellectually, socially and emotionally. by utilizing the objects around students who can be manipulated. There are four ways of presenting mathematics, namely: (1) the presentation of real form (concrete), (2) the presentation of the form of images (semi concrete), (3) the presentation of the form of diagrams (semi abstract), and (4) the presentation of the form of symbols (abstract) , Learning math is basically a process of assimilating and accommodating (connect) the experience or the material to be examined with the understanding that has been owned by someone, so that understanding can be developed (Suparno: 1997). The study of implicit understanding the characteristics of learning, namely: (1) construct meaning; (2) construct, meaning a continuous process; (3) learn not merely to gather facts, but rather a development of thought to create a new sense; (4) the learning process actually occurs when a person schemata in doubt stimulate further thought; (5) learning outcomes are influenced by the experience of learners with the physical world and the environment; (6) the learning outcomes of someone depending on what is already known by the learner, either about the concepts, goals, and motivations that affect the interaction with the material being studied. Learning mathematics requires an effective approach, in which teachers should be able to create an atmosphere conducive learning, constructive, creative, and innovative.

Mathematics can not be taught in elementary school successfully, unless the content (material) and the way they are presented adjusted to the level of development of student thinking. Developments think elementary school students who are in the concrete operational stage requires active experience in manipulating objects or concrete and semi-concrete images in understanding abstract math concepts. For the content / materials are taught to be of material that is easy / simple heading to a material that is difficult / complex, accompanied by the use of concrete objects as props that can be manipulated by siswa.Disamping it, so that the learning of mathematics in schools can be meaningful for students who learning, mathematics learning should be created in accordance with the elementary students and the world according to skills developed.

Learning Mathematics in Elementary School are commonly carried out in the classroom, most only require procedural capabilities of the students, so that learning tends to be centered on the teacher. Students are regarded as empty boxes that need to be filled in the subject matter. Teachers forget that each individual who learns each have a potential that should be developed in a creative and meaningful for students as subjects of education. Mathematics is considered a finished goods ready to be transferred to the students' minds. While each student has different abilities to absorb the lessons. Mathematics learning activities in the classroom can actually be broken down into three stages: planting concepts, understanding of concepts, and coaching skills (Estiningsih E in Supinah, 1998: 4). The expected goals in math-based learning project is to enhance the power of creation and activity of students in solving problems, creating the ability to interact more intensively fellow students. In addition math project-based learning aims to improve the ability of students to understand the concept more deeply and to improve students' ability to think critically.

Besides, it is expected that students were able to construct his own knowledge, especially in terms of understanding the operation on numbers count, count, measure, and solve problems. To understand the mathematical concepts requires a process, both assimilation and accommodation. Creative and innovative learning process in question is a learning process that allows the student is able to manipulate tools, perform a simple experiment, explore, investigate, discover what has been learned so that students have a very meaningful experience, particularly related to the development of life skills in the future. Thus, students are learning to count, learning should not just mechanistically apply the calculation of numbers and wake up alone, but must be able to interpret the information obtained from the calculation. For example: someone who works in welders exposed to problem-solving that is made of iron, carved doors. So that the iron bars that will be made in size according to customer demand and without having an iron unused, the person must have the skills dividing line appropriately. Coaching skills is what allows the teacher as a teacher can direct the learning to the development of life skills. Therefore learning mathematics

contextual and realistic, and based problems become very important, especially in giving the meaning of what has been learned in everyday life.

One example of Project-Based Learning Mathematics in order to develop the life skills students as follows: Students are given the task of preparing the action plan separation sixth grade students in the school. In the event that combined concepts ranging from a) draw up fundamental questions (start with the essential question), what activities should be done; b) designing the project planning (design a plan for the project); c) draw up a schedule of events / sequence of events (creat a schedule); d) the performers complete with the details of the division of time (determination of day, date and time of each event); e) create drawings that the place of activity (determining the suitability of a length, seating capacity, stage, etc.); f) determining the amount of the invitation, g) determining the facilities and infrastructure required, h) determine the type and amount of consumption, i) calculates the cost of consumption and other costs as a whole; j) monitor student and the progress of the project (monitor the student and the progress of the project); k) test results (assess the outcome); l) evaluation of the experience (evaluation the experience). From project activities to do such students, illustrates that in doing a project, students should take advantage of all its potential, in order to complete it's effective. This requires an adequate life skills life skills both generic and specific life skills related to daily life.

CONCLUSIONAND SUGGESTION
Conclusion

Based on these deliberations are concluded as follows: In order to improve the quality of education, especially with regard to human resources, can be pursued by developing life skills through project-based learning math in elementary school. using the following steps: (1) determine the fundamental question (essential) related to the understanding of the problem, (2) designing the project planning or planned settlement of the problem, (3) scheduling of project activities, (4) to monitor the progress of projects related to the implementation of the settlement issue, and (5) test the process and outcomes of learning or reviewing the results of the settlement of the problem, and (6) evaluate the experience of carrying out activities or projects (reflects). Project-based learning can be done by involving the various concepts are integrated in every lesson.

Develop life skills through project-based learning math in elementary school should be adjusted to the level of development of primary school students thinking, so the life skills developed include generic and specific life skills. For that in teaching mathematics in elementary school, teachers must be able to consider the students' ability to understand the substance of the material in thinking mathematics, numeracy, In addition, the ability of teachers. prepare about tasks that can be solved through project-based learning. as well as the creation of environmental learn math. a conducive and enabling the growth of life skills for students.

Suggestion

Based on the experience of implementing the learning of mathematics-based projects in SD to develop life skills in elementary school, it is expected the teachers to develop learning models other leads to develop life skills of students, For that before implementing the learning, teachers should prepare lesson plan that allows the development of life skills students, by: (1) an inventory of the skills of living that can be developed in SD; (2) selecting a mathematical topics appropriate to develop life skills; (3) determine the method; (4) learning strategies, and (5) the shape and type of assessment to be usde. It has given as follows: for education staff (teachers) are recommended in teaching mathematics materials, teachers should (1) consider the stage of development of the student's thinking, namely the concrete operational stage , with a different emotional state students; (2) provide opportunities for students to develop the ability to freely and focused, so that students can find, analyze, and determine the answers to the problems faced by their own merits; (3) in preparing the subject matter (math's), learning facilities and infrastructure should support the implementation of solutions adapted to the environment students; (4) provide motivation and attention to learn on an ongoing basis in accordance with the needs of students, and does not cause boredom for students.

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CREATIVE, INNOVATIVE AND
ENJOYABLE LEARNING MODELS ON SOCIAL SCIENCE

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ABSTRACT

Objectives of creative, innovative, and enjoyable learning models on Social Science are: (1) to identify the essence and role of learning model of the basic concept on Social Science, (2) to identify basic concept of creative, innovative, and enjoyable learning models on Social Science, (3) to implement basic concept of creative, innovative, and enjoyable learning models on Social Science, and (4) to analyze learning design in decision-making model. Inquiry is a process to ask questions and encourage the students to study in primary and secondary education. As a practice-oriented method, which refers to investigate and ask question, this term is parallel with problem solving, reflective thinking, and discovery. Inquiry is more than just asking a question. Inquiry is a process to ask certain meaning, which presents individuals intellectual ability in order to understand his ideas. Problem solving method and memorizing are behavior and process. In this context, inquiry provides ways for students to solve problems or to process some information. There are two focuses of learning design models for thinking skills, which refer to critical thinking skills and creative thinking skills. There are four stages of problem solving process in accordance with Savage and Armstrong, which include: (1) recognizing the problem, (2) considering some approaches to solve the problems, (3) selecting and applying those approaches, and (4) achieving solution that would be accounted for. At least, there are two requirements to perform such learning model of decision-making in: (1) social science; and (2) method or ways to be knowledgeable. Methods that can be applied to get knowledge (knowledgeable) include (1) method of tenacity; (2) method of authority; (3) a priori method; and (4) method of science.

Keywords: learning models on social science, creative, innovative, enjoyable

Learning model comprises of two types: direct learning model and indirect learning model. According to Arends (Trianto, 2011 : 29), direct learning model is "a teaching approach, which is specifically designed to support learning process of the students that relate to declarative knowledge and well-structured procedural knowledge that can be taught by activity pattern in stages, step by step". In accordance with Widaningsih, Dedeh (2010:150), procedural knowledge refers to how individual does something, while declarative knowledge refers to knowledge about something.

Direct learning is different from lecturing method, but lecturing and recitation (checking the comprehension through question and answer) has close relationship with direct learning model. Teachers play as informant, therefore they should apply various suitable medias, such as film, tape recorder, pictures, presentation, and etc.

Widaningsih, Dedeh (2010:151) suggested that Characteristics of Direct Learning are as follow : (1) Objective of learning and assessment procedure of learning results, (2) Syntax or the whole pattern and context of learning activity, as well as (3)

management system and supporting learning environment and success of teaching.

DISCUSSION
Learning Models of Basic Concept on Social Science

This learning activity will discuss learning design model of thinking skills. There are two focuses of learning design model for thinking skills that refer to critical thinking skills and creative thinking skills.

Before discussing about critical thinking skills in learning social science, at least three principal questions are asked about concept that should be described in this discussion. *First,* what are critical thinking skills? *Second,* how to teach critical thinking skills? *Third,* why is critical thinking skills needed for students? Those three questions will guide us in understanding critical thinking skills learn social science.

Jhonson (1992) formulated the term "critical thinking" etymologically. He suggested that the words "critic" and "critical" are derived from "krinein", which means "assess something". Furthermore, he described that critic is someones deed, which considers, appreciate, and assess something. People think critically to implement appropriate norms and standard against a result and

consider the value, as well as articulate the consideration.

Moreover, Jhonson (1992) summarized numbers of critical thinking definitions from few experts, such as Ennis (1987,1989), Lipman (1988), Siegel (1988), Paul (1989), and McPeck (1981), who so-called "the Group of Live". He concluded that there are three approvals of substance from critical thinking skills. *First,* critical thinking requires a number of cognitive ability. *Second,* critical thinking requires a number of information and knowledge; and *Third,* critical thinking covers affective dimensions, which describe and emphasize differently.

Ennis (1987) suggested that critical thinking is a term used to describe a reflective activity in order to achieve the goal, which holds faith and rationale behavior. Moreover, she identified five keys of critical thinking that include "practical, reflective, rationale, trusted, and in action form."

Objectives of critical thinking are to assess thought and values, as well as to evaluate the implementation or practices of such thought and value. Besides that, critical thinking covers activities to consider, which based on opinion that has been known. According to Lipman (1988), these considerations should be supported by justifiable criteria.

Beyer (1985) emphasized a set of critical thinking skills that can be used in social study or in learning social science discipline. Those skills include: (a) differentiate between facts and values of an opinion; (b) determine the source of reliability; (c) determine fact accuracy of a statement; (d) differentiate between relevant and irrelevant information; (e) detect any deviation; (f) identify unstated assumption; (g) identify vague demand and argument; (h) admit inconsistent deeds; (i) differentiate whether the opinion is unjustifiable or justifiable; and (j) determine strength of an argument.

Implementation of Learning Model
Learning Model of "Problem Solving"

Savage and Armstrong (1996) stated that a number of problems have the best solution, correctly and exactly. If such situation occurred, teachers should encourage their students to apply "problem solving" approach. According to Savage and Armstrong, there are four stages of problem solving process, such as: (1) Recognize the problem, (2) Consider any approach to solve the problem, (3) Choose and implement those approaches, and (4) Achieve justifiable solution.

Meanwhile, Wilkins (1990) described steps of learning model in "problem solving" that can be used as skills in briefing through individualized instruction method, as follow: first, *clarify and define the problem.* Along with the teachers function/role as facilitator — facilitate — the students, so that in guiding process, teachers listen complaint, expression, difficulty, and problems. Second. *look for alternative of solutions.* When the problem is formulated clearly, teachers may ask the students to think about the solution. Third, *examine alternative of solutions*. Assist the students to examine advantage and benefit of each alternative of solution and capability to do it, as well as the possible consequences. Fourth, *select the solution.* Assist the students to select/choose the enjoyable (appropriate) solution and it will create positive and profitable potency of the results. Fifth, *take action in accordance with the selected solution.* Take an approval to something that would be done. Dont ever take any commitment, which is still doubtful to be done. Sixth, *follow-up.* Besides as facilitator, teachers play their roles to give supports.

Essence and Role of the Basic Concept Learning Model in Social Science

According to the experts, Inquiry Approach is a way to solve problem of the students boredom during learning in class due to the learning process is more student-centered instruction than teacher-centered instruction. The main objective of social inquiry is to make contribution to the policys makers to make decisions. Banks suggested steps of inquiry learning model for social science, as follow: (a) problem formulation; (b) formulation of hypotheses; (c) definition of term: conceptualization; (d) collection of data; (e) evaluation and analysis of data; (f) examine the hypotheses to obtain generalization and theory; and (g) restart inquiry.

Basic Concept Learning Model in Social Science

Design model of thinking skills. There are two design models of thinking, critical thinking skills and creative thinking skills. (a) Johnson, formulated the term "critical thinking" etymologically. He suggested that the words "critic" and "critical" are derived from "krinein", which means "to assess something". (b) Ennis, suggested that critical thinking is a term used to describe a reflective activity in order to achieve the goal, which holds faith and rationale behavior. Objectives of the critical thinking are to evaluate a thought, assess the values, and evaluate implementation or practices of a thought and the value. (c) According to Beyer, there are 10 items of critical thinking skills that can be used in social study, such as: (a) differentiate between facts and values of an opinion; (b) determine the source of

reliability; (c) determine fact accuracy of a statement. (d) differentiate between relevant and irrelevant information; (e) detect any deviation; (f) identify vague demand and argument; (g) admit inconsistent deeds; (h) differentiate whether the opinion is unjustifiable or justifiable; and (i) determine strength of an argument

Designing and Implementing Integrated Learning Model in Social Science Using Problem Solving-Oriented Approach

Problem refers to anything, which creates doubts, uncertainty or difficulty that must be overcome and completed. Furthermore, social problem refers to a situation, which affects most people and considered as difficulty source or dissatisfaction that demanded to be solved. Operationally, social problem means a situation, which does not actually conform to the expected situation.

In general, we recognize three problem solving: (a) authoritative problem solving refers to problem solving, which is done by the competent authority (official, teacher, judge, etc.); (b) scientific problem solving refers to problem solving that uses scientific method. Such scientific method is efforts to find, develop, and justify the knowledge scientifically; (c) metaphysical problem solving refers to problem solving that uses irrational ways, such as mystically.

An approach is a common way in looking and behaving toward a problem. Meanwhile, problem solving approach is applied in learning the integrated social science in order to change the actual condition into specific condition as expected by considering procedures of systematic solution.

Problem solving approach has some benefits and advantages in learning-teaching activities, such as: (a) develop attitude/skills of the students to solve their problems and to make their own decisions objectively; (b) develop thinking ability of the students. Thinking process is a set of skills, for example, collecting information/data, reading and interpreting data, and many others, in which their implementations require practices and make something accustomed; (c) students may comprehend fully to think and develop their interests in various possibilities; (d) develop reasoning and the way to think objectively, autonomously, critically, and analytically, whether individually or collectively.

Designing learning model of Integrated Social Science using problem solving approach

In designing the learning model of Integrated Social Science by using problem solving approach, it should be based on reflective and critical thinking that pursue the working process as follow: (a) recognizing the problem; (b) looking for indication to solve the problem; (c) think possibilities of the solution and the approach; (d) test those solving possibilities along with specific criteria; and (e) use the solution that conforms to certain criteria and leave possibilities of other solutions.

We should select problem solving approaches in class for the interest of learning-teaching process. Therefore, criteria in selecting problem must be concerned. As reference, criteria suggested by Quillen and Hanna are used to select the problem, as follow: (a) the problem is common and repetitious problem, so that it highly well-known and attracts the students attention; (b) the problem is quite important to be discussed in the class; (c) the problem may develop the class to the preferred objective; (d) recognizing any possibility of the required materials for problem solving; (e) the problem may guarantee continuation of learning experience of the students.

After the problems are found, it will be followed by problem solving. Three problem solving models are suggested by numbers of expert, such as John Dewey, Brian Larkin, Lawrence Senesh David Johnson, and Frank Johnson. For further explanation, the descriptions are given below:

First, steps and description of problem solving as suggested by John Dewey: (i) formulate the problem. Recognize and formulate the problem clearly; (ii) analyze the problem. Use knowledge to specify the details and analyze the problem from different points of view; (iii) formulate the hypotheses. Completely comprehend the cause and effect, as well as alternatives of problem solving; (iv) collect, arrange the data to prove the hypothese. Ability to search and arrange data, as well as visualize data in the forms of chart (diagram), pictures, graphics, and etc.; (v) prove the hypotheses. Ability in analyzing and discussing data, connecting or calculating data on hypotheses and skills in making decision, as well as drawing some conclusions; (vi) determine choices of solution/decision. Ability in making, choosing, and assessing, as well as calculating further effects.

Second, Dr. Brian Larkin as a group consultant on Social Science-P3G in Malang 1978 suggested steps of problem solving as follow: (i) definition of the problem; (ii) identification of the problem; (iii) analysis of the effect; (iv) implementation of the criteria; (v) making decision.

Third, Lawrence Senesh, Professor of Economics at Purdue University, suggested steps of problem solving that comprised of three phases: (i) motivation phase; (ii) development phase; (iii) culmination phase.

These are based on the spiral learning theory, in which teachers start it from what they have known to what they have not known, from the simple one to the complex one, from easy to difficult, and from concrete to abstract.

Problem Solving Model in Group

This model was suggested by *David Johnson* and *Frank Johnson*, in which the model is emphasized on problem solving in group that refers to decision making ability. The ability of problem solving in group comprises of several items, such as: (a) establishing an agreement about a condition as expected; (b) agreements in establishing structure and procedure to produce, understand, and use relevant information that conforms to actual condition; (c) agreements in establishing structure and procedure to find possibility of problem solving, deciding and using the best and effective ways in solving the problem.

1) Steps of problem solving in group suggested by Johnson and Johnson as follow: (a) *Definition of Problem.* Definition of problem is the most difficult step. If it is well formulated, the next steps will be easier; (b) *Diagnosis of Problem.* This second step refers to dimension and causes of the problem. The objective is to find out feature and strength that drive to ideal situation and strength, which inhibit to the direction; (c) *Formulating Alternatives of Strategy.* In this third step, the group must search and find various alternatives of problem solving, in which the group must be creative, divergent thinking, comprehend controversy between ideas and high discovering ability.

2) Determination and Implementation of Strategy. After obtaining diverse alternatives of problem solving strategies, the group will decide to choose which alternative that will be used. This step contains two main aspects of problem solving, such as: (a) decision making is a process of making a choice of various alternatives; (b) decision of implementation is a process to take action as required and lead to the implementation.

Evaluation on Success of the Strategy

In this fifth step, the group learns: whether the strategy is successfully applied (evaluating the process), what is the effect of such strategy implementation (evaluating the result) and whether the actual condition is closer to the ideal condition than before the implementation.

Implementation of Integrated Social Science Learning Model by Using Problem Solving Approach

Implementation of the integrated social science learning model uses the problem approach. For example, a teacher may implement integrated social science learning model by using problem solving approach in learning and teaching process in class. The example is curriculum of the fifth grade of Elementary School during the second quarter period. Steps that have been taken by the teacher are as follow: (a) determine the learning objectives; (b) determine subject of the discussion; (c) determine and comprehend materials of the subject that are going to be presented; (d) following the preparation above, teacher will transfer materials of the subject in front of the class by using problem solving approach in group in accordance with the procedure: teacher will divide the class into small groups.

After that, those groups will follow the working process in accordance with guidance and instruction of the teacher as follow: (a) define the problem; (b) diagnose the problem; (c) formulate alternatives of the strategy; (d) determination and implementation of the strategy; and (e) evaluation on success of the strategy

Learning Design Model of Decision-Making

In this learning activity, it will discuss learning design model of decision making, which is specified for Social Science learning. In order to comprehend materials of the discussion about learning model of decision-making, so that the model of inquiry learning design must be completely comprehended.

Learning Model of Decision-Making

Meaning of the "decision-making" concept relates to thinking ability about alternatives of the available choices, weighing the facts and the available proof, as well as considering personal values and social values.

The decision-making process could not be done if the related individual does not possess any knowledge about the related problem (vacuum). Social knowledge is a very important component to achieve logical decision-making.

The second component that must be possessed by the decision-maker is method or means to achieve the knowledge. Knowledge is required to make a reflective decision. Kerlinger concluded four methods to gain the knowledge, such as (1) method of tenacity; (2) method of authority; (3) a priori method; and (4) method of science.

Steps of decision-making process sequentially: (a) recognize the problem in relation to decision that must be made; (b) gain the knowledge through social science inquiry; (c) organize the problem and knowledge for learning materials; (d) inquiry of value; (e) decision making and take action for the citizen; (f) determine the sequence of actions; (g) provide opportunity to the citizen to act and participate (at school and social environments).

CONCLUSSION

Objectives of creative, innovative, and enjoyable learning models on Social Science are: (1) to identify the essence and role of learning model of the basic concept on Social Science, (2) to identify basic concept of creative, innovative, and enjoyable learning models on Social Science, (3) to implement basic concept of creative, innovative, and enjoyable learning models on Social Science, and (4) to analyze learning design in decision-making model.

Rogers (1969) suggested that inquiry is a process to ask questions and encourage the students to study in primary and secondary education. As a practice-oriented method, which refers to investigate and ask question, this term is parallel with problem solving, reflective thinking, and discovery (Hagen, 1969). Beyer (1971) stated that inquiry is more than just asking a question. Inquiry is a process to ask certain meaning, which presents individuals intellectual ability in order to understand his ideas.

Welton and Mallan (1988) compared the term of "inquiry" with problem solving method and memorizing as behavior and process. In this context, inquiry provides ways for students to solve problems or to process some information.

Banks suggested steps in learning model of inquiry for Social Science class as follow: First, formulation of problem. Second, Formulation of Hypotheses. Third, Definition of Term: Conceptualization. Fourth, Collection of Data. Fifth, Evaluation and Analysis of Data. Sixth, Test the Hypotheses to Gain Generalization and Theory. Seventh, Restart the Inquiry.

This learning activity will discuss learning design model of thinking skills. There are two focuses of learning design model for thinking skills that refer to critical thinking skills and creative thinking skills.

Savage and Armstrong (1996) stated that a number of problems have the best solution, correctly and exactly. If such situation occurred, teachers should encourage their students to apply "problem solving" approach. According to Savage and Armstrong, there are four stages of problem solving process, such as: (1) Recognize the problem, (2) Consider any approach to solve the problem, (3) Choose and implement those approaches, and (4) Achieve justifiable solution.

According to Banks, at least two requirements are needed to implement learning model of decision-making: (1) social science; and (2) method or means to achieve the knowledge.

Kerlinger concluded four methods to gain the knowledge, such as (1) method of tenacity; (2) method of authority; (3) a priori method; and (4) method of science.

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DEVELOPMENT OF SCHOOL CULTURAL BASED ON LOCAL WISDOM IN SMP NEGERI 2 NGAWI

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ABSTRACT

At the time of the Asian Economic Community requires qualified human resources, which could have global competitiveness. One way to raise the quality of human resources is through education. School is an institution that is well placed to make it happen by creating a school culture based on local wisdom. This is important because the quality of human resource is a resource that not only qualified in the field of technology, but also who have life skills. Life skills can produce noble character that is supported by the development of a school culture based on local wisdom as long as it is done consistently. The purpose of this research is to find and describe the development of a school culture based on local wisdom in Junior High School State 2 Ngawi as one of the top schools. This research approach uses qualitative research. Data collected through in-depth interviews, participant observation and documentation. The study's findings, among others: that the development of a school culture based on local wisdom includes religious cultures, cultures love the environment, the culture of reading, culture 5S (smiles, greetings, greetings, polite and courteous) and Javanese culture. As for the cultural development phase starting from the granting of ideas, clarification stage, the socialization phase, the implementation phase, the evaluation phase and the follow-up phase. The conclusion of this study the development of a school culture based on local wisdom in Junior High School 2 Ngawi proven to bring these schools into the top schools in the community.

Keywords: school culture, local wisdom

Education is one of the most important things to prepare competitive human resources in achieving success in the era of globalization. Education must be a priority for development, does not rule out other sectors. To promote education not only by changing the curriculum and complementary facilities and infrastructure, but also pay attention to the development of human resources that will carry out the education.

Improving the quality of education is an important factor that must be considered in conducting business in the achievement of national development objectives, such as increasing the quality of human and people of Indonesian and the mastery of science and technology, as well as the embodiment of discipline. propriety in culture-based character education, culture interpreted as something inherited or learned, then pass on what they learned and turn it into something new, that's the core of the educational process. If so, then the task of education as a cultural mission must be able to process; The first cultural inheritance, both help individuals choose the social role and taught to perform the role of the third combining a variety of individual identity within the scope of the broader culture, the fourth should be a source of social innovation.

School is an intuition that can be termed as an organization, so it can not shy away from the challenges that exist and it should be expected to compete in the global kempetisi, can even grow further. In order to become more developed it is fitting now doing consulidation to make new breakthroughs to become a school of excellence (Setyadin, 2009).

Excellent school is a school that is able to bring every student reaches his ability scalable, and shown for capable of achievement . Then School can be interpreted as a quality school, but in the application of all circles found in the featured category implied expectations of what can be expected of students after exit from the top schools. Hope it is nothing but a very important and much needed by parents, the government, society and even the students themselves, namely the extent to which the output (output) of the school was intellectually, morally and skills that can be useful to society.

Things that can be created by a superior school bleak described by Rachmawati (2016) as follows 1) being able to provide optimal services to all children with very different talents, interests learning needs; b) able to increase significantly the capabilities possessed students become self-

actualization which gives pride; 3) able to build strong personality traits, solid and steady in students; 4) able to empower existing resources optimally and effectively; 5) being able to develop comprehensive networking to stakeholders; 6) able to realize the school as a learning organization; 7) schools are responsive to change).

Based on observations in some schools tend to overlook the cultural factors of the school, the school can make it excels in the public eye, especially when accredited, yet they have a significant contribution to the success of school leadership as well. Besides understanding competitiveness in the era of the MEA are still many schools that make sense only in the academic field alone. Instead of exploration development of school culture can make one of the tips of the school is ready to face global competition.

SMPN 2 Ngawi is an excellent school in Ngawi. The advantages of this school can be demonstrated by a variety of things: First, the school put forward a vision and content of the school. Secondly, all activities are directed at the achievement of both academic and non-academic. All three The emphasis on the development of the culture of the school and all four is to create a fun learning environment.

From the field observations, the authors found the phenomenon in this school different from other schools, namely the existence of an organizational culture based on local wisdom held in the school, so the school is heading featured schools.

The purpose of this study is to describe and find the school culture development based on local wisdom.

METHOD

This study used a qualitative research approach. According to Bogdan and Biklen (in Ulfatin, 2015: 23) defines the method of research as a research procedure that produces two descriptive form of words or verbal tertlis of people and behaviors that can be observed. In this case the researchers as a key instrument and act as a participant observer, because the role of observer more than a participant, meaning that as a participant observer is merely a part of the research is not part of a group member.

The source of data on qualitative research based on information obtained from informants recommendation, so that researchers obtain several people who were interviewed are: Head diknas, supervisors, principals, vice-principals, teachers, Shiva and school committee members.

The researchers used a technique that is in-depth interviews, participant observation and and document.

Data analysis used descriptive narrative with steps which refers to the opinion of Miles and Huberman (1980) in Wiyono (2007: 93), namely: (1) data reduction is an activity choosing the right data from the data obtained. Researchers data reduction based on the collected data obtained from the focus of the research, (2). Display data / data presentation is a chain of structured information that enables conclusion, (3). Verification of data / conclusion is an interesting activity within the meaning of the data displayed. To ensure the level of trust in checking the data, the researchers selected data presentation-engineering techniques as follows: (1) testing via triangulation techniques and methods, namely by interviewing six different sources of research focus. (2) Persistence observation. In a study conducted several stages of the investigation, as mentioned by Meleong (2012: 127-148), namely: (1) the pre field (2) phase of field work (3) the data analysis stag

FINDING AND DISCUSSION

Results of research shown some of the following: (1) that the meaning of organizational culture in SMPN 2 Ngawi is a typical characteristic of the school and habits performed by all school personnel (2) there are seven components of organizational culture in SMPN 2 Ngawi, namely: history, vision and mission, school uniforms, everyday language, teachers and staff, discipline, organizational structure; (3) there are seven kararkteristik in SMPN 2 Ngawi, namely: implementing culture 5 S (Senyum, Sapa, Salam, Salim and Santun), competitions in the form of academic and non-academic extra-curricular, organic and inorganic waste distinction ,, sing compulsory and folk songs, religious activities, reading culture, and culture of the Java language, (4) there are three obstacles in the implementation of organizational culture in SMPN 2 Ngawi, differentiation of organic and inorganic waste barriers are still many students who littering and lack of taste awareness to dispose of waste in place, implementation of the extra funding constraints on technical issues after not being an international school, must be supported by the school committee; and there most of the

children who do not all apply the Java language in schools (5) there are three support in the implementation of the organizational culture in SMPN 2 Ngawi, of carrying out the exercise classes and extra-curricular activities other has a supporting factor that SMPN 2 Ngawi including excellent schools and achievement in academic and non-academic, differentiation of organic and inorganic waste supporting factor that got confidence in fostering a sense of cleanliness of the Environment agency (DLH) and has three compost, and received support from various related agencies such as the department farming, agriculture, police and BKKBN. has a supporting factor that whole school community and parents support a culture sekolah.dan various activities related to the academic and non-academic.

Importance organizational culture based on local wisdom in the school

The importance of building an organizational culture in school, especially with regard to achieving the objectives of school education and improved school performance. As stated by Stephen Stolp (1994) on School Culture, published in ERIC Digest, from several studies indicate that organizational culture in school correlates with increased motivation and student achievement and teacher job satisfaction and productivity. Likewise, a study conducted Leslie J. Fyans, Jr. and Martin L. Maehr about the effect of the five dimensions of organizational culture in schools, namely: academic challenges, comparative achievement, awards to achievement, school community, and perceptions about the purpose of the school shows a survey of 16310 students grade four, six, eight and ten of the 820 schools general in Illinois, they are more motivated in learning through organizational culture in schools is strong. Meanwhile, studies conducted, Jerry L. Thacker and William D. McInerney to the test scores of elementary school students showed the influence of organizational culture in schools on student achievement. The study did focus on a new mission statement, goals based on outcomes for students, curriculum alignment corresponding with Reviews those goals, staff development, and building-level decision-making. Organizational culture at the school also has a correlation with the attitude of teachers in work. Studies conducted Yin Cheong Cheng prove that

"stronger school cultures had better motivated teachers. In an environment with strong organizational ideology, shared participation, charismatic leadership, and intimacy, teachers experienced higher job satisfaction and Increased productivity ".

Efforts to develop an organizational culture in schools, especially in respect of the principal tasks as leaders and managers in schools. In this case, the principal should be able to see the school environment in a holistic manner, in order to obtain a broader framework for understanding the issues that are difficult and complex relationships in school. Through the deepening understanding of the organizational culture in school, then it will be better in giving the refinement of the values, beliefs and attitudes that are important to imp2. The development of an organizational culture based on local wisdom in the school.

There are five aspects of the organizational culture of the school that held that culture 5 S (Senyum, Sapa, Salam, Salim and Santun), religious culture, reading culture, net culture, and Javanese culture. In essence done berimabang, unified and integrated with teaching and learning in schools. By understanding the concept of organizational culture as mentioned above, then the following will be described on the application of organizational culture in the context of schooling. In general, the application of the concept of organizational culture in schools is actually not much different from the application of the concept of organizational culture more. Even if there are differences may simply lie in the type of dominant values are developed and the specific characteristics of their supporters. With regard to supporting organizational culture at school Paul E. Heckman, as quoted by Stephen Stolp (1994) argues that "the commonly held beliefs of teachers, students, and principals."

The values developed in school, of course, can not be separated from the existence of the school itself as an educational organization, which has the role and function to try to develop, preserve and pass on cultural values to their students. In this case, Larry Lashway (1996) states that "schools are moral institutions, designed to promote social norms ...".rove the stability and maintenance of the learning environment.

The development of an organizational culture based on local wisdom in the school

There are five aspects of the organizational culture of the school that held that culture 5 S (Senyum, Sapa, Salam, Salim and Santun), religious culture, reading culture, net culture, and Javanese culture. In essence done berimabang, unified and integrated with teaching and learning in schools. By understanding the concept of organizational culture as mentioned above, then the following will be described on the application of organizational culture in the context of schooling. In general, the application of the concept of organizational culture in schools is actually not much different from the application of the concept of organizational culture more. Even if there are differences may simply lie in the type of dominant values are developed and The values that may be developed in school is certainly very diverse. When referring to Spranger thought as presented by Sumadi Suryabrata (1990), then there are at least six types of values that should be developed in school. In Table 1 the following proposed six types of Spranger and its value is essentially behavior.

Table 1. Type Values and Behavior Essentially by Spranger

No	Values	Behavior Essentiality
1	Science	Thinking
2	Economic	Work
3	Art	Enjoy the beauty
4	Religious	Addored
5	Community	Worship/sacrifice
6	Politics/State Reign	Govern

Each program should be no assurance keterlaksanaan activity and success. It is intended as a control so that the activities can be carried out in accordance with planning. The process can be a guarantee could be activity monitoring / supervision and evaluation of adherence to the change program that has been determined. Likewise, the enforceability of the guarantee and the successful development of the school culture. Furthermore, to carry out the process of guaranteeing the success of any school culture principals need to establish monitoring and evaluation team consists of at least four people came from elements of educators, the School Committee and School Supervisor as technical Trustees. To meet the completeness of this activity principals need to lead the team to program monitoring and evaluation instrument development school cultur Top of Form the specific characteristics of their supporters. With regard to supporting organizational culture at school Paul Heckman, as quoted by Stephen Stolp (1994) argues that "the commonly held beliefs of teachers, students, and principals."The values developed in school, of course, can not be separated from the existence of the school itself as an educational organization, which has the role and function to try to develop, preserve and pass on cultural values to their students. In this case, Larry Lashway (1996) states that "schools are moral institutions, designed to promote social norms ...".

CONCLUSION

The importance of organizational culture based on local wisdom is strongly influenced by the participation of the entire school community and stakeholders, so that it will achieve the goals of the school into the top schools in the public's favorites. Inheritance of cultural values should be done in a systematic, continuous and more consistent. This is done so that the continuity of the school organizational culture can be realized for generations.

The development of school culture must be concentrated on the strategic planning of the school and the achievement of development targets school culture. For that schools need to collaborate with various agencies such as police forces, Garbage Bank,LSM, the Ministry of Forestry, and BKKBN. The development of school culture based on local wisdom must be dynamic for was required of evaluation and continuous improvement.

This advice is addressed to the principals to always control the implementation of the school budayan based on local wisdom, this is very important because it can support the inheritance of the noble values from generation to generation at the school. Furthermore, the head of the national education should be facilitating matters needed schools in implementing school culture based on local wisdom. Besides, it is also important for education professionals to constantly learn from the implementation of the culture of the school in order to support the implementation of character education and improving the quality of education.

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LANGUAGE-DRIVEN CLIL LESSON PLANNING:
A TEACHER PROFESIONAL DEVELOPMENT FOR
PRE-SERVICE ENGLISH TEACHER

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ABSTRACT

As a continuing process, teacher professional development should begin when a student-teacher embarks on their teacher training program. For this purpose, introducing CLIL as an alternative approach to communicative language teaching in pre-service education is necessary. However the lack of lesson plan guidelines in CLIL education has required the research on strategies to be implemented. This study presents a review of relevant related literatures and proposes an idea of language-driven CLIL lesson planning ready-made to be used in EFL classrooms.

Keywords: *continues professional development, teacher professional development, collegial activity*

Content and language integrated learning (CLIL) has been discussed and criticized among teachers particularly by those who are teaching English as a foreign language (EFL) and more predominantly about which models best fit toward the context in which CLIL is applied. Among the benefits which may be offered by CLIL instruction compared to traditional EFL instructions are the possibilities of the students' motivation enhancement (Banegas, 2011), the plausibility that it may build students' confidence (Vazquez, Molina, & Lopez, 2015; Manafe, 2014), the provision of meaningful learning (Cenoz, 2015) and second language acquisition (Rachmajanti, Zen, &Apriana, 2015).

In Indonesia and possibly in other countries in which English is foreign language, CLIL which is also commonly known as bilingual education or English is used as the medium of instruction for non-language subjects. Unfortunately, CLIL implementation is still scarce due to the fact that it is meant merely as the teaching contents using the target foreign language. CLIL is actually spanned into two approaches in continuum: content-driven and language-driven (Mehisto, Marsh, Frigols-Martin, 2008; Coyle, Hood, & Marsh, 2010). To this point, therefore, CLIL instruction can be defined as both teaching contents in the target foreign language and teaching the target foreign language with incorporating other non-language contents. The misunderstanding about CLIL instruction may cause the reluctance among

EFL teachers to explore more about CLIL and, further, to incorporate CLIL in their teaching activities or in this case lesson plans.

This study presents a review of relevant related literature and proposes an idea of language-driven CLIL lesson planning ready-made to be used in EFL classrooms.

DISCUSSION
CLIL And Teacher Professional Development

As the most important part in successful education, teachers are required to keep up-dated with and improve their knowledge, skills, and practice in their teachings. Teachers are demanded to have good competencies and performances as well as active involvement in their professional development, engagement with current issues and trends and strong commitment in their teaching practices at school. As Cahyono (2008) and Tanang& Abu (2014) state that teacher professional development should not only be seen as a duty but also as a necessity to improve their quality of their teaching to answer the recent development and, therefore, assisting teacher to update their knowledge and skills and to deal with changes is inevitably required.

As an on-going and continuing process, teacher professional development should begin when a student-teacher embarks on their teacher training program (Lingam, Lingam, &Raghuwaiya, 2014). It is also both soothing and challenging not only for students-teachers but also teacher educators involved. To certain extent, the meaningful integration of theory and practice is

central to the lasting discussion of how to theorize and implement foreign language teacher education.

In general, teacher professional development takes two main forms, the pre-service and the in-service. This study focuses on the discussion on pre-service teacher education. Pre-service teacher education means the education for teachers before they enter into service as teachers. During this period of teacher education program, teaching practices ad theories go side by side. In addition to the field-related materials the pre-service teachers get during their education, they should also be introduced to and familiarized with the current teaching methodologies in order to optimize their knowledge and practice such as content and language integrated learning.

Content and language integrated learning emerged as an alternative to foreign language teaching approach is based on the fact that teaching English as a foreign language (TEFL) has been portentously defined as teaching English for no obvious reasons (TENOR) by some people. Theoretically speaking, teaching English as a second language (TESL) is defined as teaching language for learners who will use the target language in their host society and therefore the language is motivating by itself. Compare to TESL, TEFL is defined as the teaching English for the students who will unlikely use the language in their host society. Hence creating pseudo-motivating factors will be likely fostering the learners' engagement and acquaintance with English. For this purpose, teachers are required to hunt for a method to pull students into showing some interest which is not really something easy to perform for everyone.

One alternative way to enhance the motivation in learning foreign language is by contextualizing the language learning with the students' needs or specifically on what the students are actually learning apart from the language subject (i.e. Biology, Math, etc.). Methodologically speaking, this is known as integrating content and language learning or content and language integrated learning (CLIL). In the context of ELT, it is more commonly known as language-driven CLIL or the weak CLIL. As a form of assisting process for pre-service EFL teachers, it is therefore highly recommended that language teacher education to include it in the curriculum of language teacher education (Banegas, 2015).

Marsh, Nikula, Takala, Rohiola, &Koivisto (n.d.) outline the type of areas to include in the initial CLIL teacher training curricula covering foreign language teaching methodology, communicative-interactive methodology, communication competence and performance, immersion program, content-based foreign language curricula, form-focused versus meaning-focused instruction, foreign language teacher talk in CLIL, and CLIL teaching materials and assessment. This curriculum should not be seen as an exclusiveness of language teacher program where it is only offered as a part of internalization of language teacher education, instead it should be seen as a comprehensive curriculum within the language teacher education because the recent development of language teaching demands that it deal not only with the learning of the language itself but also make it as an investment for globalized education.

As a foreign language teaching methodology, particularly in Indonesia, CLIL is also inescapable from many shortcomings, especially when it is included in language teacher education. The institutions providing the language teacher education are required to earnestly analyze the needs of both the language and content curriculum before all actions begin. They are also required to equip the teacher-candidates with the ability of team teaching either by immersing it into the curriculum or by providing model. This is important especially when EFL teachers are required to cooperate with the content teachers in the classroom in order that they are prepared with the ability to manage the classroom on which emphasis to be focused on whether on the language or the content. Among all those challenges to be dealt with, other factors which should also be taken into account when language teacher educations decide to have CLIL in their curriculum are providing the access for the post-in-service training opportunities, immersion centers to facilitate the teachers, and teaching materials developments. This, according to Coyle (2007), is the paramount factors to be dealt with for assuring the quality of CLIL.

Language-Driven Clil Curriculum And Lesson Planning

In general, curriculum is defined in three levels: forward design, central design, and backward design (Richards, 2013). In central design, curriculum begins with the classroom process and methodology. Syllabus and learning outcomes are specified during the curriculum implementation. In backward design, the curriculum starts with the specification of objectives and methodology, while syllabus is created based on the specification of the objectives and the methodology selected. In forward design, in which CLIL is positioned, curriculum starts with the syllabus planning followed with methodology and assessment of learning objectives. Therefore, once content (language and contents) is agreed, methodology, outcomes, and assessment are later discussed.

In the provision to implementing CLIL methodology successfully, Mehisto et al. (2008) formulate the core features of CLIL methodology covering 1) multiple focuses, 2) safe and rich learning environment, 3) authenticity, 4) active learning, 5) scaffolding, and 6) cooperation. These core features should be guided by three clear outcomes both 1) Content-related learning outcomes, 2) Language-related learning outcomes that support the acquisition of content, and 3) Outcomes related to general learning skills.

While Mehisto et al. provide the core features and the outcomes in CLIL, Coyle et al. (2010) formulate 4Cs (content, cognition, communication, and culture) framework to ensure that learning is understood in holistic of both language and content integration and Language Triptych (language of learning, language for learning, and language through learning) to ensure that content specific-discourse and language is included in the language learning in completing the tasks.

Banegas (2015) in his study analyzed how the trainees of Didactic module perceived CLIL in their lesson planning practice. The analysis covered how the trainees identify learners' both cognitive and linguistics levels, structure the lesson, select the contents the language, formulate aims, set the language activities and content activities, and use the materials.

Identifying learners' cognitive and linguistics levels

The first thing required to define in planning CLIL-based lesson is identifying students' both cognitive and linguistic level. The requirement of the appropriate cognitive and linguistic level to the subject which students are learning is an ideal condition for successful CLIL implementation (Mehisto et al. 2008:12). As an implication of teaching which integrates content and language, the lesson is required to be both linguistically supporting and cognitively challenging (Coyle et al. 2010: 43) to enable new dialogic learning to take place. In this case, identification and organization of the level of knowledge (language and content) is required. Text (spoken or written) which is the source for information needs to be structured following the diagram of thinking to facilitate learning and the creation of activities which focus on both language development and core content knowledge. The revised Bloom's cognitive taxonomy (Anderson, Krathhowl& Bloom, 2001) might be working as guidance to structure the lesson that enable learners to undergo thinking skills from the lower to the higher order thinking skills, from remembering to creating. The order actually reflects the knowledge processing and knowledge; however, it is not supposed to be followed rigidly because the steps might overlap each other for example it does not mean that after understanding stage then goes to applying, instead it may goes like this. After students understand a text, they then analyze the structure of the text, apply the text structuring in a new text, and directly create a text and so on.

Structuring the lesson

After the cognitive and linguistic level of the students are analyzed, structuring a lesson is probably is the most important part of all lessons planning because it reflects the way the teaching and learning activities is run. In structuring a lesson, three-stage development is highly recommended covering warm-up stage, development stage, and closure stage. These three stages are actually not CLIL exclusive. They are essentially shared among all lesson planning practices. In warm-up stage, the lesson is started by prior knowledge activation for examples through elicitation and presentation of the new content. In development stage, students are exposed to and engaged with the target content and language for example through form-focused instruction, vocabulary building, guided practice, etc. In the

closure stage, the target content and language is summarized for example through a freer practice activity, wrap-up, setting a homework, etc.

Selecting content and language

Another thing need to be considered in CLIL lesson planning is content and language selections. Coyle et al. (2010: 28) underline that what is meant by content here is the non-language feature in the lesson plan. In CLIL context, content is not merely defined as discipline such as geography, history, or science. In a larger scope it may be defined as thematic content (i.e. ecosystem, global warming, etc.), cross-curricular content (i.e. climate change), interdisciplinary content (i.e. health in community etc.), etc. (Coyle et al. 2010: 28) as long as it is in line with the school subject curriculum. Therefore the meaning of 'content' is dependent to the context of the learning situation where CLIL is used. Along with the selection of 'content', aspect of 'language' is also chosen. This aspect is as equally important as content as implied in the content and language integration. Banegas (2015) highlighted that in the 'language' aspect, the language required to access the content skills and to carry out the classroom tasks is determined for example grammar, discourse function, lexis, phonology, and transactional expressions (i.e. describing, debating, evaluating, etc.). It is in this aspect Coyle et al.'s (2010) Language Triptych plays its role to make the interrelationship of content objectives and language objectives explicit.

Determining lesson aims

As implied in forward CLIL curriculum design, lesson aims are set once the content and language are fixed. In CLIL context, aims are defined in three interrelated ways: content aims, language aims, and learning aims (Banegas, 2015; Mehisto et al. 2010: 12). The examples of lesson aims are as follows:
Content aim: to learn about the solar system
Language aim: to use comparative and superlative adjectives
Learning aim: to develop summarizing strategies

Designing content activities

Although language-driven CLIL emphasizes a bit more on language learning, it does not mean that the activities are content separated, instead it challenges EFL teachers to incorporate appropriate content in their CLIL class without overemphasis on the contents. In designing the content activities, both content presentation and introducing or deepening language should be encouraged. Teachers should not only focus on content presentation for the sake of assisting students with simple and easy contents. They should also consider the aspect of language to be introduced or deepened because both content and language should be progressed in CLIL instruction.

Developing materials

As thesummitof all lesson planning activities, materials act important roles as providing input particularly as scaffolding input. From materials, students have access and are able to deepen their content as well as language. As a main source of input, texts which will be used in the classroom need to be selected or even if selections are not possible, text modification and adaptations are necessary. Although this concerns with the authenticity of the texts, text adaptation is still required for the purpose of text comprehensibility and language pedagogy. Adaptation and modification might be necessary in order to suit the activities and input level to students cognitive and linguistic level. Although adaptation and modification concern with the less-authenticity of the materials, they have its own and more preferred place especially when it deals with comprehensibility of the materials. More exposure on the target language is a must, but to make it more comprehensible is a better option.

Designing classroom activities

Actually, language-driven CLIL is just similar to integrated skills based language teaching, therefore the tasks should enable students to get exposure on all language skills although it might be necessary that one skill is the main purpose of the lesson. Besides that, the tasks should also take into account the balance of meaning-focused and form-focused instruction. In meaning-focused instruction students are expected to reconstruct language through experiential learning with the content knowledge exposure. However, in order to be able

to communicate the new construction of content knowledge, they need the help of form to express the content in appropriate manner.

Setting the assessment

In a lesson plan, an assessment is usually set especially the formative assessment. This usually becomes a problem especially when teachers cannot take a position on which CLIL is to perform. When teachers decide to implement language-driven CLIL, therefore the assessment should be emphasized on the language although it does not deny the possibility of focusing on the content especially

if it deals with the assessment of ideas in students' productive language (writing and speaking).

To this end, initiating language-driven CLIL in language teacher educations should be responded better by including CLIL in EFL lesson planning is the utmost and crucial issue in order to improve performance of TEFL.In planning CLIL lesson, teachers are required to be familiar with the characteristics of CLIL lesson that:

1) lessons must be integrative both language and skills and receptive and productive skills;
2) lessons must be based on reading or listening texts/ passages because the integration of content and language requires students to access information related to both content and language;
3) lessons should be based on the complexity of content not on the complexity of language structure;
4) language should be approached both lexically and grammatically;
5) language contents should be functioned properly in subject context;
6) lessons must consider the students' learning styles;

CONCLUSION

As the impact of the challenges for 21st century teacher nowadays namely 1) the reality that English is required in many contexts, 2) the knowledge required to communicate with the students from different contexts, 3) specific skills required by teachers to participate in the context of communication with students require language teacher education to equip the teacher-

candidates to be responsive toward the development of language teaching methodology that suits the learners' needs. By equipping the teacher-candidate with language-driven CLIL lesson planning skills in their education, they have been prepared to make EFL teaching more motivating, meaningful, and contextualized to the learners' needs. In addition to the requirement of language teacher education to be more responsive toward the recent development, teacher education should also enable teacher candidates to develop a critical perspective, providing them with the necessary means to nurture their continuous practice through the integration of theoretical innovations.

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UTILIZATION OF NETWORKS FOR IMPROVING THE QUALITY OF TEACHING AND LEARNING IN PRIMARY SCHOOL

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ABSTRACT

Education quality is one of the most important issues in Indonesia. Therefore, the Government of Indonesia (GOI) has prioritized the issue during several decades. A number of efforts for improving the quality of primary schools in Indonesia have been done to date, such as providing competence teacher, improving school management, developing innovative teaching and learning approach, conducting school self evaluation, implementing school accreditation, and providing and improving school facilities. However, the quality of primary schools have not increased significantly yet. One of the methods of improving the quality of primary schools is by utilization of network capital. It is formed from collaborative practices emerging from e-enabled human networks. The utilization of networks capital at the public primary schools by school stakeholders holds important roles in improving the quality of educational attainment.

Keywords: networks, improvement, quality, teaching, primary school

Education quality is one of the most important issues in Indonesia. The Government of Indonesia (GOI) has prioritized the issue during several decades. It has been stated on the National Midterm Development Planning that the targets of education development are to improve the access of society to education and to improve the quality of education (RPJMN, 2010).

There are three reasons for improving the quality of education in Indonesia. First of all, the quality of education input in the country is poor. It can be measured by a number of standards, such as school facilities, content, teacher and education administrator, and minimum service standard of education (Peraturan Pemerintah No. 19, 2005; Permendiknas No 15, 2010). For example, only 41,31% of primary school facilities (class rooms) in East Java province were good. Similarly, there were many teachers in the province who did not get bachelor degree in education and certificate of education (Provincial Education Office of East Java, 2009).

Second, the quality of education process in Indonesia is not good enough. The quality of education process can be seen by several indicators, such as student repeater rate, and student drop out rate. In East Java province for instance, the number of student repeater rate in primary schools was 2.56% or 103,883 students (Provincial Education Office of East Java, 2009). The student repeater rate was higher than those of the national standard of student repeater rate (<1%).

Finally, the quality of education out put in Indonesia was also poor. For instance, the education attainment of Indonesian students at international level was poor. According to the result of TIMSS (*Trend in International Mathematics and Science Study*) in 2007, the score of mathematics of Indonesia students was 397, and the score of science was 427. These scores were below the average score of TIMSS, namely 500 (TIMSS, 2007). Similarly, according to the result of PISA in 2009 indicated that the proficiency of reading, mathematics, and science literacy of Indonesia students of 15 years old was poor. The score of the test in mathematics was 371. The ranking of the score was 61 of 65 countries which participated on the test (PISA, 2009).

A number of efforts for improving the quality of primary schools in Indonesia have been done to date, such as providing competence teachers, improving school management, developing innovative teaching and learning approaches, conducting school self evaluation, implementing school accreditation, and providing and improving school facilities. However, the quality of primary schools have not increased significantly yet. There are a number of ways to improve the quality of teaching and learning in primary schools. One of them is by using networks as part of social capital in our society.

DISCUSSION
The role of networks for improving the quality of teaching and learning

Indonesia has a large number of social capital. According to Bourdieu (1986:248) "Social capital is the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition". Similarly, Putnam (2000: 19) argues

that "social capital refers to connections among individuals-social networks and norms of reciprocity and trustworthiness that arise from them. In that sense social capital is closely related to what some have called civic virtue". Finally, Fukuyama (1995: 10) defines that "social capital is the ability of people to work together for common purposes in groups and organizations".

One of important dimensions of social capital is network. Network in primary school is accumulated personal relationship among the people in the school when they interact each other inside and or outside the school. The network can be categorized into two forms. First, school internal network. It is called bonding. Bonding was occurred when the people in the school have strong tied personal relationship with the people in the school and they interact each other. Second, school external network or bridging. It meant that the people of the schools had relationship with other people outside the schools. For instance, they have relationship with school inspector, sub district education office, district education office, and so on.

Similarly, Michael Woolcock has tried to identify three broad categories of social connections: (1) binding social capital, comprised of ties between like people in similar situations, such as immediate family, close friends and neighbors; (2) bridging social capital, which is made up of more distant ties with like persons, such as loose friendship and workmates; and (3) linking – or scaling – social capital, which reaches out to unlike people community, thus enabling members to leverage a far wider rang of resources than are available within the community (Woolcock, 1998: 13-14).

Another theoretical foundation for understanding the networks or interaction can be found in Homans' (1950) studies of small primary group. He postulated in principle the reciprocal and positive relationships among three factors: interaction, sentiment, and activity. The more individuals interact, the more likely they are to share sentiments and the more they engage in collective activity. Likewise, the more individuals share sentiments, the more likely they are to interact and engage in activities (Lin, 2004).

Naturally, primary schools in Indonesia have both internal and external networks. However, the pattern of access and utilization of the networks were different among the primary schools. For example, the primary school of type A (big school) has more access and utilization of external network (bridging) than

those of the primary school of type C (small school) (Suharjo, 2014). The big primary school has external networks as follows: (1) relationship with other schools, (2) primary school principal working group, (3) primary school teacher working group, (4) Indonesia Teacher Association, (5) District Education Office (school inspector), (6) school committee members, (7) group of students' parents at each grade, (8) students' parents, (9) students' sibling, (10) non formal education/subject course, (11) higher education, (12) social organization, (13) bank, (14) entrepreneur, (15) religious institution, (16) non government organization, and (17) mass media. In contrast, the small primary school has external networks as follows: (1) relationship with other schools, (2) primary school principal working group, (3) primary school teacher working group, (4) Indonesia Teacher Association, (5) District Education Office (school inspector), (6) school committee members, (7) group of students' parents at each grade, (8) students' parents, (9) students' sibling, (10) non formal education/subject course, (11) higher education, and (12) social organization (Suharjo, 2014).

Utilization of the networks in the primary schools have important roles in improving the quality of teaching and learning. First of all, utilization of the networks provide innovation in teaching and learning. A variety of teaching innovations have implemented at the school, for instance, implementation of AJEL (Active Joyful, and Effective Learning), bilingual teaching, habit-forming of students, information and technology using for teaching, a number of extra curriculum activities, and lesson study. Research finding indicated that using longitudinal and network data in a study of the implementation of computer technology in six schools, the researchers find the effects of perceived social pressure and access to expertise through help and talk were at least as important as the effects of traditional constructs.

Second, utilization of networks give value added for improving the students' achievement. The quality of school is not only in term of better students academic achievement, but also the quality of students' personality, creativity, and autonomy. The quality of students' academic achievement have increased dramatically in a primary school which utilized the networks. For example, the grade and the result of the national examination of the students are increased. Based on research findings regarding "Social Capital and Academic Achievement: Better School Performance through Improved Relations Between Students,Teachers and Parents" indicated that higher Mathematics scores are associated with schools where principals often supervise and interact with teachers; where principals know at least three quarters of the families in the school; where there is parental

financial or material support and involvement; and where the principal values parental involvement (APHRC, 2010).

Similarly, the primary school which utilized internal networks through several programs of habit-forming such as praying together and memorizing the Holy Quran verses before starting a lesson, conducting school ceremony, reading "Asmaul Husna" (directed by the fourth until sixth students), learning English in Fifteen Minutes, doing gymnastic, cleaning school environment, listening to seven-minute religious education, and singing national anthem – Indonesia Raya have important role in improving the quality of students' non academic achievement.

A research finding regarding the social capital in a primary school indicated that utilization of the networks can improve students' non-academic achievement. Several indicators of the success can be seen in terms of the results of competition in religious education, Indonesian, English, fashion, information technology, art, mathematics, science and mathematics, and national examination (Suharjo, 2014).

Another research regarding the role of network for improving teaching and learning was conducted by Lam (2006). He found that the results of his research support Coleman's thesis of social capital in the creation of human capital. It also underscores the importance of bridging social capital in student's learning.

CONCLUSIONS

Based on the research findings, it could be concluded that: utilization of networks in primary school had important role in improving the quality of: teaching and learning. In other word, utilization of the social capital in dimension of networks at the school gave positive contribution for improving the quality of teaching and learning in the primary schools. The networks have importance roles in providing innovation in teaching and learning, improving students' academic achievement, and students' non-academic achievement. The successful of both academic and non-academic achievement of the students at the public primary school indicated that networks dimension built by the school gave positive value added for improvement of teaching and learning.

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ETNOMATEMATIKA SUNDA:
BEHAVIOR BERMATEMATIKA PEOPLE SUNDA

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ABSTRACT

Sunda Etnomatematika referred to in this research is mathematical in Sundanese culture Sundanese applied in everyday life now.Ethnic Sundanese Sundanese people living in the area of West Java, the Sundanese language and customs activities reflect Sunda.EtnomatematikaSundain this study is limited to three activities: estimating, patterns and measure. Of these three activities the termcubical, brick,and trackpihuntuan.

Keywords: Etnomatematika Sunda, Estimate, Pattern Making and Measuring

Mathematics is the knowledge that is universal and underlies the development of science and technology. Mathematical knowledge is inherent (inherent) in everyday life, in which each of the activities undertaken daily will not be separated from the activity mathematically. In the marketplace, in the fields, in the fields, and a variety of human activities, the phenomenon mathematically always appear even many human activities that unconsciously a part of mathematics. in other words, the math is very close to the culture in the context of the behavior or habit that has existed since ancient times is done for generations.

In historical perspective, mathematics is essentially grow and develop from customs or culture generally accepted and agreed upon. Pandang course, how the birth of geometry at the time of the Babylonian and ancient Egyptian civilization around 5000 SM or 4000 SM to 500 SM.The use of visible geometry of construction-construction ancient civilizations, such as irrigation, flood control, drainage of swamps and large buildings. In the days of Egypt Kun o, geometry is used to reconstruct the boundaries of land on the edge of the Nile due to flooding. The flooding that always hit the banks of the Nile has removed the boundaries of land owned by the local community. The Egyptians are working hard to re-define the boundaries of the land without clicking the i area previously owned. The Egyptians later found measurements of length and wide as the system boundary demarcation agreed upon by the community and is often used to solve problems whenever the lands that they garap flooded back.

In a further development, the Babylonian and ancient Egyptian civilization is regarded as the forerunner of the birth of the branches of knowledge of mathematics, ie geometry. Possible knowledge awa lnya are cultural, such as: per try an observation, assumed / estimated or activities that are intuitive, later evolving into knowledge that is standardized and universal. The geometry is then subjected golden peak in the era of Euclid (300 SM) with the construction of knowledge of geometry through an axiomatic system. Geometrical forms the base as has been widely used in the culture of the people previously regarded as *primitive concept* (knowledge base, a concept which is not defined). Links between this concept was spawned definitions, postulates / axioms and theorems that build a deductive system. The system deductive here which is accepted as the mathematical knowledge and placing geometry as a branch of mathematics.

Referring to how mathematics is found, the historical facts show that the birth of mathematics can not be separated from the culture from one era to the next. If fact, therefore, very appropriate if mathematics is seen as a product of culture (Sardjiyo & Pannen, 2005). Because mathematics is a cultural product, the development of mathematics would not be separated from the development of existing culture. In contrast, the extent of mathematical knowledge is growing, the implication is how mathematics influence on the development of culture in order to achieve a civilization.

Basically, human civilization will not be separated from the development of culture and mathematics. Nevertheless, because of the way to get it is different, not least appear skeptical that many of the community's culture that actually can not be separated from the activities of mathematical but considered separately or not be illuminated for the development of mathematics today. This search will bring to the study of the so-called etnomatematika. Gerdes (1994) revealed that e tnomatematika is mathematics applied by certain cultural groups, groups of workers / peasants, children of the community a certain class, the professional classes, and others. Culture in this context is certainly memili ki per perspectives are spacious and uniquely attached to the customs of

everyday life, for example: gardening, playing , creating, solving a problem, how to dress, and so on.

In particular ethnicity, culture inherent in society are typical and may vary with other ethnic groups. For example in the community (tribe) Sunda, how the *Sundanese* count or mention the many, *Hiji(one), two(two), tilu(three),Opat* (four) *...etc.,salikur(twenty-one), salawe(twenty-five),sakodi(twenty), Saraju(forty), sawidak(sixty), salaksa* (ten *thousand), Saketi* (one hundred *thousand),* uses the term time; *Wanci tumorek* (00.30), *Wanci disada rorongkeng* (02:30), *Wanci haliwawar* (3:00 to 3:30 pm), *Wanci Balebat* (05.00), ... etc .; the vast size; *satumbak* (3.77 m), *sabata* (14 m $^{2)}$,*sapal* (1.5 km), *saelo* (0.688 m), ... etc; calendar system (similar to dating hijriyah; month 1 *(Pleiades,* 30 days), the 2nd month *(margasira,* 29 days), the 3rd month *(posya,* 30 days), ..., and so on. In the game Sundanese rules thick with mathematics, *bubudugan, gatrik, galah, dam-daman, lelempengan,encrak, sunda manda, ... etc;* and more Sundanese culture is very strong with a mathematical activity.

Behind the terms mentioned above, in fact a lot of the behavior and habits of the Sundanese interesting for further study. Behavior and habits, among others, appeared on the activities o *rang* Sunda in doing three activities; *estimate,create patterns,* and *measure.* In assessing the activity, the term *cubical* which is used people Sunda to estimate the volume of logs (either already finished or still in the forest), the volume of stone or brick (usually collected at the home page), and so on. In the course of making the pattern of the term *pihuntuan.Pihuntuan* a benchmark (*ugeran)* used *the* Sunda to construct bamboo craft that became typical of Sunda. In the course of *measure* (eg, widely used in measuring land paddies, fields, and gardens) the term *brick.* Bata shows the measured area of land, equal to 14m ^{2,} or they sometimes made up his number to 14 m $^{2.}$It's unique use of *brick* term is how the activity of *the* Sund a conducting measurements on fields, fields or gardens with an irregular shape (non-Euclidean geometry).

The third addition to the above activities, is still a lot of behavior and customs of *the* Sunda that can be categorized in etnomatematika. Sunda history itself reaches a very long period of time, ranging from Banten (Babad Salakanagara), to spread covers a whole area of West Java (Babad Tarumanagara, Sunda, Galuh Pakuan, pakuan pajajaran until the time of the spread of Islam throughout the region of West Java). Although all three

activities that are the subject of this paper do not represent actual Sundanese culture, but the focus of study of this paper is not on the exploration of Sundanese culture, but the mathematical concepts (shown) practiced in Sundanese culture. In other words how *the* Sunda bermatematika according to the customs or habits inherent in their daily lives.

Etnomatematika associated with the study, the studies in this paper will focus on two things: (1) how *people* Sunda perform mathematical activity in their daily lives, (2) how *the* Sunda practice mathematical concepts in their everyday culture. The first study seeks to unravel the mathematical activity that unwittingly carried *the* Sundanese. With in-depth study (further study), the knowledge gained from this first study will possibly generate new mathematical knowledge, both from the perspective of mathematics or mathematics education. The second study sought to uncover the extent of the underlying concepts *person* Sunda (in accordance with the understanding) to solve their problems. It is this second study provides space on culture-based math learning, namely how to understand a mathematical concept based on contextual issues that arise in Sundanese culture. This study fits the idea d'ambrosio (Shirley, 1995) that the teaching of mathematics for everyone should be adapted to the culture.

METHOD

The method in this research is exploratory with an ethnographic approach. Explorative method is a method used to find, explore and find a symptom or event by conducting an assessment of the symptoms (Gulo, 2000). While the approach of ethnography, is a research approach with the involvement of researchers in the association Sunda among the sites selected (Spradly in Muzdalipah & Yulianto, 2005). The location of this research is Kampung Cigandol, Sukasetia Village, District Cisayong, Tasikmalaya. Geographically, the location of selected research is located on tribal Galunggung. In the history of Sunda, Galunggung is the name of a small kingdom that was formerly part of the Sunda kingdom. Galunggung the Sunda royal *ancestor* who became one of the forerunner of the birth of Tasikmalaya Regency.

The focus of this research is etnomatematika Sunda in relation to *culture* Sunda in activity; estimate, making patterns and measure. *People* Sundanese referring to the studied subject who behave *nyunda* and generally inhabit the township.*Nyunda* behavior is reflected in the figures selected as informants reflect the observed behavior of Sunda. To get comprehensive data on the focus of the study examined, d ata collected through two stages: (1) observation, namely: observing the behavior and habits of the Sundanese (including the creation of the Sundanese) in

assessing activities, making patterns and measure; (2) interview, namely: conduct interviews with community leaders or traditional Sundanese. After the data is collected, and then do the tabulation of data to look at the symptoms of mathematical intentionally or unintentionally done by people Sundanese. The results of the tabulation of data is further analyzed to see how behaviors Sundanese practice mathematics and mathematical concepts what is practiced in the daily life of the Sundanese.

RESULTS AND DISCUSSION

Etnomatematika in this study focused on the activities of the Sundanese people in their daily activities: assess, create patterns, and measure. The potential of these three activities etnomatematika first tabulated in the form of descriptions of observations of behavior or habits of the Sundanese people based on each activity was observed. The results of this observation later confirmed through interviews ditranskipkan and then tabulated back into supporting data. Description observations and interviews is more fully described in the following description.

DescriptionEtnomatematikaSundanese

Description etnomatematika *Sundanese* apparent from the following activities.

estimate

Assess is an activity that many *people* do Sunda. Usually *people* use activities estimate Sunda to bid on an object or goods; heavy objects, land area, or volume of a particular object. If estimates one or slip far below the actual size, the risk of the Estimator will suffer losses. One measure used to estimate the *person* Sunda is *cubical.Cubical* volume is a unit of measure used to estimate the wood pile, the pile of rocks, sand volume and so on.

Gambar 1. Kayu balok

Gambar 2. Kayu Albasiah di Kebun

Gambar 3. Gundukan Batu

An interview following describes the use of *cubical* in everyday *people* Sunda (P = researcher, and T = figures):

………………………………………………..

P : Upami *kibik* dianggona kana naon, Pa?

T : [Sambil duduk di atas *jojodog*] Tah, ayeuna misalna tihang [maksudnya: kayu balok] 2 m; panjang 2 m, congona 10 senti.

P : Maksadna 10 senti teh kumaha? [Sambil menggambarkan sketsa kayu balok di atas kertas], Kadieu 10 senti, kadieu 10 senti [Menunjukkan ukuran tinggi 10 cm, lebar 10 cm].

T : Enya kitu! [Sambil menoleh, kemudian menunjuk pada gambar]

P : Teras kumaha?

T : Nya, nu disebut sakibik teh 50 tihang!

P : Maksadna? [Masih bingung]

T : Nya, 100 meter. 50 x 2 [Sambil menjelaskan]. Jadi, lamun 3 m berarti $33\frac{1}{2}$.

P : $33\frac{1}{3}$ panginten.

T : Dibuleudkeun, biasana $33\frac{1}{2}$.

P : Teras, pami naksir kai di kebon, carana kumaha?

T : Tah, lamun naksir kai, tingal jangkungna sabaraha, buleudna [maksudnya: keliling kayu] sabaraha. Misalna jangkungna ditaksir 5 meter, buleudna 50 cm.

P : Cara ngukur buleudna, kumaha?

T : Eh…., gunakeun tali atuh?

P : Teras?

T : Ditaksir nu 2 meter, 10 siki?

P : Nu 3 meter, 10 siki? [Memotong kalimat]

T : Moal mungkin, da congona, paling ge aya kana 5 siki? Jadi, kabeh lobana kur 35 siki, teu sakibik-kibik acan.

P : Oh, kitu!

T : Tapi kade, da kanyataanana mah teu 10 senti, 8 senti, tah nu asli mah 10 senti.

P : Atuh rugi meureun.

T : Makana, dina jual meuli kai mah orang kudu bisa naksir sahandapeun anu diitung ku orang.

P : Pami ngitung batu kumaha?

T : Lamun dina batu mah, itung gundukanana, misalna panjang 2 meter, kaluhurna 50 senti.

P : Carana! [Sambil mencoba menggambar balok yang tinggi dan lebarnya sama]

T : Tah kadieu 50 senti, kadieu 2 meter, jadi sakibik. [Sambil menunjuk pada gambar]

………………………………………………

……………………………………………

Sundanese *people* use the term *cubical* seems to get 100. The use of numbers 1 *cubical(Sakibik)* may be used to summarize or mempraktiskan calculations. In an interview that appears to determine the volume of logs; 1 cubical = 50 x 2 m = 100 m or 1 cubic = 33x 3 m = 100.5 m or close to 100 m. Similarly, the stone 2 x 50 = 100. In addition, *the* Sunda also good estimate (estimate), using estimated high or low estimates so the opportunity to get the loss in buying and selling can be minimized.

Creating Patterns

In contrast to the estimate, making the pattern used by *the* Sunda in activities that require precision. Making activity pattern widely used by *people* Sunda when making bamboo handicrafts typical of Sunda land, such as: *dudukuy, Aseupan, hihid, sieve, nyiru, boboko, tampir, telebug, tolomong, ...* and so on. This activity is a legacy of *the ancestor* who still preserved.

Figure 4. Some Bamboo Typical Tatar Sunda*(boboko, nyiru, Aseupan, sieves, hihid,*and*Besek)*

In particular pattern of activity to make bamboo handicrafts, *people* Sunda recognize the term *pihuntuan.* This term refers to *a benchmark* or initial pattern used by *the* Sunda for mengkonstuksi a form. Uniquely, this *pihuntuan* determines the next pattern or shape desired. So, if this *pihuntuan* wrong, it can be ascertained that the pattern will then be wrong or even will not achieve the desired shape. Here are excerpts of an interview with the figures that describe *pihuntuan.*

……………………………….

P : Pami nyieun karajinan [Maksudnya: produk hasil kerajinan Sunda, seperti: nyiru, hihid, ayakan, boboko, dan sebagainya] kumaha, Pa?

T : Lamun genep, angkat tilu. [Sambil mengangkat jari-jari tangan kiri ditambah ibu jari tangan kanan, lalu mengangkat jari tengah, jari telunjuk, dan ibu jari tangan kiri. Dilakukan secara spontan]

P : Teu kahartos, maksadna kumaha?

T : Eh…, ieu geura contona [sambil mengambil boboko]. Tah ieu pihuntuanana anu genep.

P : Nu mana, Pa? [sambil melihat boboko]

T : Tingali tengah-tengahna, anu mola kaditu kadieu, tah ieu? [sambil menunjuk pada pihuntuan]. Sok geura itung, hiji, dua, tilu, opat, lima, genep. [Menghitung tiap pelapah bambu yang dijadikan pihuntuan]

P : Aya kahandap, tah nu ieu mah [sambil menunjuk pola], nu ieu kaluhur [sambil menunjuk pola sebelahnya]

T : Enya, tah gening, nu kenca kahandap tilu, handapeunana dua kahandap, terus kahandap hiji. Nu katuhu, kaluhur tilu, terus kaluhur dua, jeung kaluhur hiji.Sarua eta teh kaditu-kadieu oge ngan sabaliknya. [Memperlihatkan pola yang disebutkan]

P : Geuning tah kahandapna, kahandap dua, kahandap hiji, kaluhur dua, kaluhur. [Sambil menunjuk pihuntuan sebelah kiri].Jadi teu pararuguh polana.

T : Macana ulah dibalikeun, lieur. Tujuanana ngarah ngepang tangtung.

P : Naon ari ngepang tangtung, teh?

T : Enya, tah kawas kieu [Sambil menunjuk pada pola]. Tah, fungsina pihuntuan ieu keur nyusun juru opat anu ieu [Sambil memperlihatkan keempat juru boboko]. Kahade beda jeung nyieun ayakan.

P : Naon bedana kitu, Pa?

T : Bedana dina nangtukeun pihuntuan, geura titenan ieu [Memperlihatkan sebuah ayakan]. Ieu mah pihuntuanana aya tilu, molana ti tengah ieu [Sambil menunjuk pusat pola yang ada di tengah]. Tah geuning, kaluhur hiji, kaluhur tilu, kahandap hiji, kahandap tilu, ….jeung saterusna.

P : Oh…. kitu.

T : Kahade, beda geura, lamun pihuntuanana genep, bisa nyusun juru opat. Jadi anu pihuntuanana genep bisa nyieun kojong, boboko, telebuk, tolomong.Anu pihuntuanana tilu, bisa nyusun juru hiji jeung anu buleud, aseupan, ayakan, tampir, nyiru.

P : Geuning ari hihid pihuntuanana tilu [Sambil menunjuk pada hidid].

T : Apanan juru hiji, tah mimitina ti dieu [Sambil menunjuk pada sudut hihid], terus dilepekeun jadi wae bisa pasagi.

P : Naha nya, bisa kitu, aneh!

T : Tos ti dituna kitu, ti karuhuna.

………………………………………………

Based on excerpts of the interview above, it appears that when *people* Sunda dealing with very tight pattern at all. *People* Sunda not be playful or use an estimate because the consequences would be fatal once. Note the picture *pihuntuan* (benchmark) which form a pattern *interpreter four* (top four) and pattern *interpreter Hiji* (corner Hiji) and pattern *anu buleud* (in a circle) below.
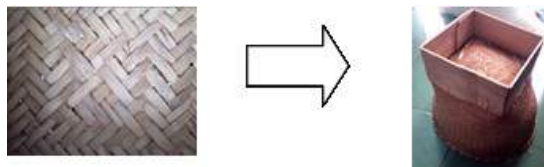
Figure 5.*Pihuntuan* six that produces patterns *interpreter Opat*

Pihuntuan six numbers determine *kahandap* (down): 3, 2, 1, is in a position to the left of center; The next row; *kaluhur* (above): 2, 1; *kahandap* (down): 2, 1; *kaluhur* (above): 2, 1; .... etc. The position of the right and front positions are opposite.
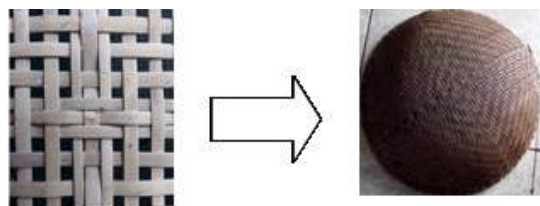
Figure 6.*Pihuntuan* three that produce *interpretersHiji* and patterns *buleu*

Pihuntuan produce a pattern of three consecutive numbers *kaluhur* (above): 1, 3; *kahandap* (down): 1, 3; *kaluhur* (above): 1, 3; *kahandap* (down); 1, 3 ... and so on. For *interpreter Hiji* (corner one), such as: *Aseupan* (shaped like a cone), from a central point with three turns leaving *pihuntuanpihuntuan* three lanes. Most likely, this *pihuntuan* pathway,

which then formulated construction cones, which basically terkontruksi of lines and line diameter circle artist. For *buleud* pattern (round / circle), *pihuntuan* path of the central point was to make a line perpendicular to each other. *Pihuntuan* path length from the central point to the edge of the circle (the term *wengku),* equal in length. Thus, it is not surprising if there are (not all) *nyirusieve-shaped* or hemispherical with *pihuntuan* path of the central point is equal to a quarter of the circumference of the ball.

One more thing is the uniqueness found in both kinds of construction geometry *pihuntuan* above.Although the stages of webbing on both *pihuntuan*above is different, but the observation of the patternformed*ngepang tangtung*appearsquare patternedrowspread, both in*pihuntuanpihuntuan*six andthree.The pattern is not apparent and hard to identify (limited number of researchers) limits, because it can only be observed at a certain distance.

Measure

Measuring a mathematical activity that can not be separated from everyday life *people* Sunda. Many terms that appear with these activities;unit length *(sadepa,sapal,sahasta,sameter, sajengkal, satampah, Sadim,...* and so on), unit area*(sabata, sahektar, satumbak, saelo, saicak, sabau, ...*and so on), unit volume *(sakibik, sadam, sakojong , satelebug,...* and so on).In addition to the terms that it has become an international force,*the*Sunda usually use the names of objects used to measure (for example: *sakojong*= one *kojong,* because objects that are used as a measuring tool is *kojong).*

Among a number of terms above, there is a term measure commonly used to measure the area of land, rice fields, namely: brick.In connection with this measure,*the*Sunda has a unique term, namely: *measures one.* So *measures one* for *the* Sunda identical to measure the rice field, or a particular land area.

Sunda *measures one* for *people* is to determine how the brick area of land he owned. *Sabata* value is 14 m^{2}or more precisely14m^2·If this land will be bought and sold, then the brick size determines the price of land to be agreed through bargaining.

There is a mathematical concept that is usedas the basis for determining the size of a brick, namely: the concept *pasagi brackets. Pasagi* termmay be synonymous with square *brackets,* but to calculate the area *pasagi* these *brackets, the* Sunda determine this by multiplying the length x width.The concept length x width determines the general perception *of people* Sunda in calculating the land area in units of brick.

The following excerpts from interviews reveal how *people* Sunda measure the land area with brick unit.

....

P : Cik Pa, ari sabata teh sakumaha?

T : Sabata sarua jeung opat welas meter pasagi. Tapi, sabenerna mah saratus pertujuh. Jadi, lamun boga sawah saratus meter pasagi sarua jeung tujuh bata.

Lamun genep ratus meter, opat puluh dua bata [600 meter maksudnya 600 m2].

P : Ari cara ngitungna kumaha? Misalna rek ngukur model kieu [Membuat dan menunjukkan gambar persegi dengan sisi = 20 meter].

T : Kari ngitung, panjangna dua puluh meter, lebarnya dua puluh meter; berarti panjang kali lebar, opat ratus meter pasagi. Opat kali tujuh sabaraha? [Sambil bertanya ke peneliti]

P : Dua puluh dalapan.

T : Tah sakitu, dua puluh dalapan bata.

P : Kumaha lamun modelnya kieu? [Menggambar segitiga sebarang dengan sisi-sisinya masing-masing 40 m, 60 m, dan 70]

T : Jumlahkeun, tujuh puluh tambah genep puluh sabaraha? [Bertanya ke peneliti]

P : Saratus tilu puluh.

T : Bagi dua, nu ieu ge bagi dua [Sambil menunjuk angka 40], terus kalikeun, jadi sabaraha? [Kembali bertanya kepada peneliti]

P : Sarebu tilu ratus.

T : Kalikeun tujuh, jadi salapan puluh hiji bata [13 x 7 = 91].

P : Naha, Pa, nu dijumlahkeunana nu ieu jeung nu ieu, heunteu nu ieu jeung nu ieu atawa nu ieu jeung nu ieu? [Sambil menunjuk pada bilangan 60 dan 40; kemudian bilangan 70 dan 40]

T : Ah, kitu wae. [Tidak memberikan penjelasan]

P : Kumaha lamun nu ieu? [Menggambar segiempat sebarang dengan sisi-sisi yang berhadapan masing-masing 3 m dan 5 m serta 6 m dan 8 m]

T : Nu kitu mah kudu direncah.

P : Naha, heunteu kawas cara tadi? [Maksudnya cara seperti menghitung luas tanah berbentuk segitiga sebarang]

T : Bisa wae, sok geura itung, lima tambah tilu bagi dua, terus genep tambah dalapan bagi dua sabaraha?

P : Dua puluh dalapan.

T : Kalikeun tujuh berati menang sabata salapan genep [0,28 x 7 = 1,96]

P : Naha, carana bisa kitu?

T : Ih… coba wae, misalkeun bentukna tah model kieu [Sambil menggambar persegi panjang], kadieu tilu puluh sarua jeung nu ieu [Menunjuk pada ukuran panjang], sabelahna dua puluh sarua jeung nu ieu [Menunjuk pada ukuran lebar]. Tilu puluh tambah tilu puluh bagi dua, nu ieu, dua puluh tambah dua puluh bagi dua, jadi, genep ratus, opat puluh dua bata.

P : Lamun bentukna kieu [Menggambar bentuk kurva tertutup sederhana].

T : Direncah eta mah, bisa dibagi tilu, opat, lima, …Tah nu hese mah lamun bentuknya buleud.

P : Carana?

T : Dikurilingkeun ku tambang, terus dipasagikeun.

………………………………………………

….

As with other units of measure, unit actually has a *brick* raw conversion value, namely, m ^{2}. Even with that number, *the* Sunda seem to have a constant figure 7. For example, to declare 700 m ^{2}, simply multiply 7 x 7 = 49 bricks. Actual calculation is (700 m ^{2}x) Bricks = 49 bricks. Thus, the term *brick* appears only for the purpose of conversion.

Unit *brick,* as is revealed in the interview above, a unit area. To find the area of a field or fields, *people* Sunda based on the square or rectangular shape, any form of land or fields. Perceptually, *the* Sunda considers that whatever the form of a land essentially be formed into a square or rectangle. In this case, it turns out *people* Sunda has known and long used the concept of approximation or approximation.

In addition to the concept of approximation, *the* Sunda is also committed to the principles of connectivity with mathematical concepts previously understood. To transform the shape of certain land into square or rectangular shapes are used the following approach.

$$p \ x \ l = \frac{p+p}{2} x \frac{l+l}{2} = \frac{2p}{2} x \frac{2l}{2}$$

for p = length and l =width.

Person Sunda may not be aware that such cases occur because of the position and the length and width of a square or rectangle of the same length. If it is stated that each pair of different length and width, for example P_1, P_2 or l_1, l_2, then

$$p \ x \ l \neq \frac{p_1+p_2}{2} x \frac{l_1+l_2}{2}$$

Attempts to generalize may have existed in the minds *of people* Sunda, but has not reached the appropriate logic.

Discussion

Activities of *the* Sunda estimating, create patterns, and measure illustrates that there has long been a mathematical activity and hereditary nature. This activity is so embedded in our daily lives and cultural in nature, both in the context that consciously or unconsciously. Some of the activities carried *people* Sunda seems to really apply mathematical concepts, such as: unit conversion *cubical* in assessing,

estimating unit conversion and the use of *brick* in the formula length x width to determine the extent of a particular land. In addition, there are also activities that may develop mathematical concepts, such as in the context of pattern formation *pihuntuan*.

In principle, the basic terms of measurement used *the* Sunda, such as: *cubical* and *brick* has strict rules. Tight both measures can be explained as follows.

- 1 cubical, valued with 50 wooden poles (each length of 2 m; square-shaped end with a side length of 10 cm). Thus, the timber is shaped beams with each area of the base = 100 cm ^{2}. Due to the length of 2 m = 200 cm, the volume of 1 cm ^{2} poles = 100 x 200 cm = 20,000 cm^3. Thus, 1 cubic = 50 x 20,000 cm^3 = 1000.000 cm^3 = 1 m^3. When the pole 3 m long, a lot of wood 33, Meaning, one cubical = 33 x 30.000 cm^3 = 1000.000 cm ^{3} = 1 m ^{3}.

- 1 brick = 14m ^{2} means that for 100 m ^{2} = (100: 14) = 7 brick (bata).

By looking stringency in the use of both terms of these measurements, it seems *people* Sunda use the terms to replace a similar term. The goal is nothing else bar angkali for practical value, in terms of addressing and also its usage. For example the use of cubical in *assessing* activities, generally wood poles for house building measuring 2 m, 3 m, 4 m and 5 m with a square-shaped plate measuring 10 cm x 10 cm. So, if there are 25 pieces of wooden poles with a length of 5 m, it is easy to guess that the volume of the entire timber is one quarter of a cubical. *People* Sunda clever estimate using cubical units are typically good a jug in bargaining, when buying timber remained in the forest with a contract system.

Then, why in the measurement using the term brick, *person* Sunda ignore accuracy. Try concern, depending on the calculation of how one of the characters Sunda in determining the land area with brick unit when compared with the mathematical concepts used.
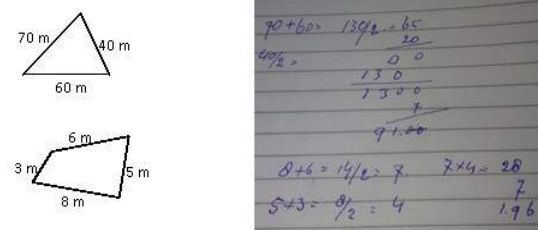
Figure 7. A Model Calculation Results One Sunda in Determining Land

Let us compare the results using a formula Heron and Brahmagupta (Posamentier & Stepelman, 1990), as follows.

- Suppose a = 40 m, b = 60 m, and c = 70 m, with s = ½(40+60+70) m = 85 m,thearea of the triangle is

$$L = \sqrt{s(s-a)(s-b)(s-c)} = \sqrt{85.45.25.15} = \sqrt{1.434.375} = 1197,65$$

In units of brick, 1197.65 x brick = 83.84 brick.

- Suppose a = 3 m, b = 6 m, c = 5 m and d = 8 m, with s = ½(3+6+5) = 11 m, the area of the quadrilateral is

$$L = \sqrt{(s-a)(s-b)(s-c)(s-d)} = \sqrt{8.5.6.3} = \sqrt{720} = 26,83$$

m2

Be converted into units of brick, 26.83 x brick = 1.88 brick

It seems that there are very significant differences in outcomes between the calculation results with mathematical concept Sunda figures are already known. Nevertheless, *the* Sunda actually can use the concept of partitioning that may result will not be much different. Thus the concept of partitioning into the shape of a square or rectangular acceptable mathematically (we say in the transformation of perceptual), but for a transformation in the form of mathematical equations can not be accepted, because the generalization wrong.

In contrast to the estimating and measuring activities, activities create patterns can be considered as the full and very strict rules. Tightness in activities to make the pattern set by *pihuntuan* as the basic construction of a form. The pattern of 3-2-1 with six *pihuntuan* kontuksi *interpreter* is four, while the pattern is 1-3 with *pihuntuan* three kontuksi *interpreter* one and circles. Kontuksi one *interpreter,interpreter* of four, and the next ring set by the central point *pihuntuan* that form pathways *pihuntuan.Interpreterpihuntuan* one has three lanes, four *interpreters* have four *pihuntuan* lines, and circles also have four lanes *pihuntuan*.

When observed more closely, *pihuntuan* path has several functions: (1) forming a circular pattern *(sifter, nyiru,Aseupan),* (2) forming a symmetrical *braids tangtung* (present in all webbing). Both of these functions according to the opinion of researchers have close linkages with mathematical concepts. Generally *sieve* and *nyiru* parabolic, so that the path in both woven *pihuntuan* seems easily traced with parabolic equation. So also in *Aseupan,* because *Aseupan* generally conical, then the path *pihuntuan* easily traced to the concept of a cone (line *pihuntuan* painter is the line on the cone).

As with the *tangtung braid* pattern is formed. *Tangtung braid* pattern turned out to construct various geometric patterns. One geometric pattern observed is a row of square terkontruksi are divergent. This geometric pattern is quite difficult to detect because it can only be observed at a certain distance (need to search further).

What was done by *the* Sundanese of the three activities above is actually only a small part of the Sundanese culture which is very viscous with a mathematical activity. Regardless of whether a mathematical concepts are strictly applied by *the* Sundanese, various cultural activities Sunda fact be inspired understanding of mathematical concepts that already exist as well as the development of mathematical concepts that may still need to explore further. In other words, Sundanese culture is the inspiration that can be used as an alternative source of learning for a different mathematical understanding.

CONCLUSIONS AND SUGGESTIONS
Conclusion

Based on the findings and the focus of the proposed research, the following conclusions can be delivered: a) *People* Sunda perform mathematical activities based on practical value inherent in everyday Sundanese culture. This is reflected in the activity of assessing and constructing measures based culture that has been handed down or based on objects that are used to measure activity; b) For the basic concepts of size and pattern-making activities, *the* Sunda apply mathematical concepts are very strict. Knowledge application partitions on basic concepts of size and pattern *pihuntuan* constructing certain geometric patterns really menginpirasi application and development of mathematical concepts were amazing. However, for the application of mathematical concepts in relation to mathematical concepts previously understood not meet a rule of thumbs mathematical agreed (visible from how to make generalizations are false).

Suggestion

Some suggestions can be delivered on the above conclusions; a) In relation to etnomatematis based learning, Sunda etnomatematika can be used as a learning resource or materials for the development of learning tools; b) Some etnomatematika Sunda in this study requires further investigation, but because there is a lot of information is lost, the study in the context of historical phenomenology may be necessary.

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IMPLEMENTATION OF TEACHING USING CURRICULUM 2013 IN SCIENCE SUBJECT FOR THE ELEMENTARY SCHOOL AT BLITAR CITY

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ABSTRACT

The implementation of Curriculum 2013 in the elementary school level in Blitar City started in 2013. The purposes of this research are to 1) examine the implementation of teaching science subject in elementary school in Blitar City and 2) find out the problems met in teaching the mentioned subject in elementary school in Blitar City. The method used is descriptive qualitative. The data collected through observation, interview, literature, and documentation. The sampling collection adapted snowball sampling technique. The sample taken are for higher-classes of elementary school level in four school in Blitar City. The data analyzed through triangulation, data reduction, presentation of the data, and conclusion. According to the research, the teaching of science subject in elementary school using Curriculum 2013 demand experimental activity. The character reflected during the implementation of the teaching met the curriculum demand. The teacher's competence and class' facility indeed affected the teaching and learning process. However, teachers have to adjust the scoring and the teaching material difference between the teacher's book and students' book.

Keywords: teaching and learning science for elementary school, Curriculum 2013, higher classes of elementary school

In the world of education, curriculum is a planned of teaching and learning which includes guidance and instruction on type, scope, order of the contents, and the process of teaching and learning. In the 2013, The Ministry of Education and Culture has done the revision of the curriculum, from school-based curriculum (Kurikulum Tingkat Satuan Pendidikan) into Curriculum 2013 or national curriculum. The shift of curriculum called out pros and cons from the teachers. The pro-side teachers said that the new curriculum demand the students to be more creative and independent. In the other hand, the curriculum also criticized for combining several subjects, which leads to less focused materials.

Curriculum 2013 is the further development of competence-based curriculum and school-based curriculum that integrating character, cognitive, skills, and students' competence at once. This curriculum has been implemented step-by-step since academic year of 2013/2014 locally in appointed schools. At first, the curriculum is implemented only for grade I and IV of elementary school. However, as the time goes, the government instructed the implementation for all grades in elementary school.

Curriculum 2013 for elementary school level, according to Minister of Education and Culture's Regulation Number 22 Year 2016 on standard of process, said that the teaching and learning process ought to be done in interactive, inspiring, fun, challenging, and motivating manner. Besides, it is ought to give enough room for initiative, creativity, and independency according to the students' talent and interests, also the physical and psychological development of the students. The approach brought in the teaching and learning process including scientific, integrated thematic (intercourses thematic), and thematic (within a single subject). The learning models that needed to be carried out including inquiry learning, discovery learning, project-based learning, and problem-based learning.

The teaching and learning of science subject, in Curriculum 2013 particularly, is done in integrated way through various themes. Science subject accentuates on how the students learn and how the learning affects the students' cognitive development. The process of learning and teaching the aforementioned subject also demand

students' activity; both physical and mental, focus on students' interest as well as their experience in daily life. The teaching of science subject in elementary school has three main purposes: develop students' scientific-related skill, perceive the concept of science, and develop characters related to the subject itself.

The implementation of Curriculum 2013 in elementary schools in Blitar City started in 2013. As models for the implementation, the government appointed 14 public elementary school; several Islamic elementary school, both public and private. Regarding the aforementioned matter, the researcher would like to determine the implementation of the science subject teaching and learning in elementary schools in Blitar City. The focus of the study is describing and finding out the handicap and problems in the implementation of the teaching and learning process in the elementary schools in Blitar City.

METHOD

In this study, the research use the descriptive qualitative approach. It refers to descriptive research which emphasizes the use of analysis of process and meanings. The approach started from in-field observation in real-life situation, not relied on the theory at first. This research is done to describe a process of teaching and learning process on real-life situation as a reference to determine the weakness of the practice as a base for suggestion and revision; analyze facts, evidences, and circumstances happened during the teaching and learning process; conclude hypothesis related to the principles and concept of education, based on the data and information. The data and information collected from the in-field then will be drawn into meanings and concepts through descriptive analytic explanation, without using numerical data, since it emphasizes on the process.

The subject of the study are teachers of grade IV, V, and VI of model schools for Curriculum 2013 in Biltar City; including SD Bendogerit I, SD Sentul I, MI Perwanida dan MI Negeri Gedog. The study has been completed in August–October 2016. The sampling in this research is done using snowball sampling. Snowball sampling is a method in sample-taking from a population. The aforementioned method is included in non-probability sampling technique, in which the sampling has uneven probabilities. This

method is specifically employed for collecting subjective data from the respondents/sample which may representing the community or in other words, the sample of the object is rare and agglomerate in a specific group. Snowball sampling is a multilevel sample-taking method.

The data collection is being done through observation and documentation during the teaching and learning of science subject in particular themes. Besides, the researcher also collected the data through interviews and questionnaire, in order to determine the problems during the teaching and learning process. Lesson plans also collected as a part of written data.

The data then analyzed using triangulation technique. This technique is employed to check the validity of the data collected in the observation stage, then supported with interviews to enrich the data. The researched performed the validation by utilized the data source. Triangulation with source means comparing and double-checking the validity towards the collected data.

RESULTS AND DISCUSSION
Results
The result of teaching and learning observation
SD NegeriBendogerit 1

This school is located in Jalan Hasanudin Blitar. The implementation of Curriculum 2013 started in the academic year 2013, since the school was appointed as a model school. The observation was done on grade V and VI. Grade V consists of 34 students, while grade VI consists of 23 students. In grade V, the classroom set allows the students to discuss with the others, in group of 3–5 students. Meanwhile, the classroom setting for grade VI doesn't designed for group work. The class teacher for grade V is Ms. FebriyanHerwanti, SPd, 34 years old. She has been teaching for 12 years. The teacher for grade VI named Ms. RetnoWidyastuti, SPd, 44 years old. She has been teaching for 18 years.

The teaching and learning done in grade V demanded the students to actively participate in the process –from answering teacher's questions; seeking information needed from books, internet, or through group discussion. The teacher started the class by calling out apperception about water cycle. Then, the teacher divided the class into several groups by handed out them cards

with several name of fruits. The teacher then gave worksheet that should be done through the discussion. The students were actively participated in this activity.

Meanwhile, the teaching and learning implementation done in grade VI started with questions and answers session, regarding the material discussed in previous meeting. The theme for the grade VI was plants adaptations. For the next stage, the teacher allowed the students to have group discussion while completed the worksheet. The students then asked to observe the plants in the school yard, followed with worksheet presentation. The students assigned to list the plants adaptation based on their observation, followed with class discussion.

SD Negeri Sentul 1

This school is located in Jalan Trowulan 2 Blitar. The implementation of Curriculum 2013 started in the academic year 2013, since the school was appointed as a model school. The observation was done on grade V and VI. Grade V consists of 34 students, while grade VI consists of 32 students. Both classrooms set allows the students to have discuss with the others, in group of 3–5 students. The class teacher for grade V is Ms. Siti Fatimah, SPd, 31 years old. She has been teaching for 8 years. The teacher for grade VI named Ms. Dra. Komsatun, 57 years old. She has been teaching for 37 years.

The teaching and learning process in grade V started with the teacher's questions on functions of water, particularly on making simple water filter. The students had assigned to bring the material for practice on the previous meeting. Each group presented their result on filtering the soiled water using recycled water bottle and several materials as mentioned on students' worksheet. Then, the other groups/students observed, followed with questions and answers session. The teacher facilitated and managed the students during these activities.

Teaching and learning process in grade VI, the teacher started the class with questions and answers related to the electronic devices that she brought in the class. The theme of the meeting was electricity. The teacher's intonation was clear, thus helped the students to get more concentrated. The teacher called out the students' enthusiasm well. Then, the teachers continued it with the material in the worksheet, followed with the discussions.

After that, the students did the practice in making simple electric circuit using cable, lamps, and batteries. The teacher guided the students in every activity. When the practice finished, each group was asked to explain their practice results in class discussion.

MI Negeri Gedog

MI Negeri Gedog is located in Jalan Pemuda Blitar. The implementation of Curriculum 2013 started in the academic year 2014. The observation was done on grade IV and V. Grade IV consists of 38 students, while grade V consists of 29 students. In grade IV, the classroom doesn't designed for group work. Meanwhile, the classroom setting for grade V is shaped U. The class teacher for grade IV is Ms. NikmatusSholikhah, SPd, 45 years old. She has been teaching in the aforementioned school for 21 years. The teacher for grade VI named Ms. Susi Ariani, SPd, 37 years old. She has been teaching in the aforementioned school for 6 years.

The teaching and learning process in the grade IV started with the questions and answers related to the source of the energy. The theme is the source of alternative energy. The students were assigned to bring the materials for the practice. The teacher gave example in practice using potato. Then, the class was divided into several groups to make the similar practice, as explained by the teacher. The students then arranged the cable and connected it with the potatoes, followed with group presentation. After that, the students had to make the practice report.

The teaching and learning process in grade V started with question and answer related to electricity. The theme of the meeting was electric circuit. The teacher handed worksheet for that day's activities. The students were asked to make series and parallel electric circuit by themselves, as the teacher supervised during the practice. After that, the students completed the sheet, followed with checking.

MI Perwanida

MI Perwanida is located in Jalan Sultan Agung no. 92 Blitar. The implementation of Curriculum 2013 started in the academic year 2013. The observation was done on grade IV and V. Grade IV consists of 33 students, while grade V consists of 29 students. In grade IV, the seat arrangement doesn't designed for group work. Meanwhile, the seat arrangement for grade V shaped U.The class teacher for grade IV is Mr. Aziz

Ahmad, SSos, 41 years old. She has been teaching for 13 years. The teacher for grade V named Ms. TrihandayaniKhoiroh, SPdI, 32 years old. She has been teaching for 13 years.

The teaching and learning process started with the teacher's explanation. The theme was Sound. The teacher asked the students to shout in the school yard to practice the echo and resonance. The students were enthusiast during this stage. Then, the students were assigned to do the practice related to echo and resonance using simple materials that have been prepared. The students were actively participated during this stage, followed with reporting the practice and shared group discussion with the class.

In the grade V, the class started with the video on human skeleton, as it was the theme of the meeting. Then, the teacher divided the class into several groups to do the worksheet. Each group was presented by a spokesperson, while the rest of the group observe the others' works. The students were assigned to do questions and answers during the observation. Then, the teacher checked the groups' work, followed with giving rewards for the groups that do well during the meeting.

Interview
SD Bendogerit 1
The following was the interview between the researcher and teacher of grade V teacher, Ms. FebriyanHerwanti, SPd.
Interviewer: *What is the theme of science subject for grade V?*
Teacher: *The transformation of water and things. That is what I remember*
Interviewer: *Did you make your own lesson plan for each meeting in your class?*
Teacher: *The lesson plans were created and used during KKG (teacher working unit in teacher competence), but in the real-life practice, the lesson plan is developed according to the theme of the meeting.*
Interviewer: *In your opinion, what is the difference between science subject taught using school-based curriculum and Curriculum 2013 towards the students' development?*
Teacher: *In Curriculum 2013, the themes served as concept and not detailed; but the students are given the freedom to be creative, to ask questions without hesitate, and to seek information from various sources.*

Interviewer: *What is the model and method in teaching and learning used in Curriculum 2013, in particular science subject?*
Teacher: *Almost every model and method is used, as long as they match with the themes. If it doesn't match, I use quizzes, then I determine the probably matching method that will be easily grasp by the students.*
Interviewer: *Did you find problem during the implementation of teaching and learning using Curriculum 2013, science subject in particular?*
Teacher: *I think so. I like using the current curriculum (Curriculum 2013). But for the scoring, I thought it will be better if we have standardized rubric or application. During the first year (of the implementation), the scoring rubric was still manually done and the format was ever-changing*
Interviewer: *Did you have any critics or suggestion toward the science subject's material in Curriculum 2013, so far?*
Teacher: *Both of the teacher and students' books are hard to understand. It will be easier for the young and innovative teacher. But, if the teacher has less motivation and innovation, the scope of teaching and learning will be too small. Besides, if we refer to the core competency, the theme can be too wide. Thus, I use the school-based curriculum book as guidance. I've experience while my students participated in science Olympiad. They had difficulties in taking the tasks, since they learned the concept well, yet lacking in the practice. The material won't be covered if the teacher only acts as a director or supervisor during the teaching and learning process.*

SD Sentul 1
The following was the interview between the researcher and teacher of grade VI teacher, Ms. Dra. Komsatun.
Interviewer: *What is the theme of science subject for grade VI?*
Teacher: *The reproduction of plants, electricity, and solar system*
Interviewer: *Did you make your own lesson plan for each meeting in your class?*
Teacher: *The lesson plans that we use are according to KKG in district level, but the teachers are free to develop it according to their class' condition*
Interviewer: *In your opinion, what is the difference between science subject taught using school-based curriculum and Curriculum 2013 towards the students' development?*

Teacher: Therecent curriculum demands a lot of practices; while for the school-based curriculum, there are a lot of drilling.
Interviewer: What is the model and method in teaching and learning used in Curriculum 2013, in particular science subject?
Teacher: Practicum method is mainly used
Interviewer: Did you find problem during the implementation of teaching and learning using Curriculum 2013, science subject in particular?
Teacher: I don't think there is such problem since the Curriculum 2013 is exactly matched with science subject teaching and learning
Interviewer: Did you have any critics or suggestion toward the science subject's material in Curriculum 2013, so far?
Teacher: The material designed aren't detailed well.

MI Negeri Gedog

The following was the interview between the researcher and teacher of grade IV, Ms. NikmatusSholikhah, SPdI
Interviewer: What is the theme of science subject for grade IV?
Teacher: One of it was the alternative source of energy, including potato that we had in the class (during the observation); the use of wind energy, we made kites; and for the third sub-theme we only had alternative source of energy.
Interviewer: Did you make your own lesson plan for each meeting in your class?
Teacher: The lesson plans used are already made, but we are free to develop it.
Interviewer: In your opinion, what is the difference between science subject taught using school-based curriculum and Curriculum 2013 towards the students' development?
Teacher: For science subject, we have a lot of practices.
Interviewer: What is the model and method in teaching and learning used in Curriculum 2013, in particular science subject?
Teacher: In the previous meeting, we had demo or modeling. The teacher gave examples on the first hand. If the students were asked to do the practice without any modeling, they will be obviously confused. Besides, the teacher has to provide extra material for the practice.
Interviewer: Did you find problem during the implementation of teaching and learning using Curriculum 2013, science subject in particular?

Teacher: For me, it was the book. The book is constantly revised, yet I got the previous version. Thus I have to alter the material and compare it to the recent version or revision
Interviewer: Did you have any critics or suggestion toward the science subject's material in Curriculum 2013, so far?
Teacher: There is no standard guidance for the teaching and learning process. We got repeated theme. We met the alternative source of energy in theme two, sub-theme two and three. I asked my colleague, why it changed, since it was far from the previous theme (force and motion). We had force and gravity in previous lesson, but now there is none of the theme appeared. I don't know whether it is revised or changed due to the complexity of the material.

MI Perwanida

The following was the interview between the researcher and teacher of grade V teacher, Ms. TrihandayaniKhoiroh, SPdI.
Interviewer: What is the theme of science subject for grade IV?
Teacher: Skeleton, motion, and digestion system. Sorry, I don't really memorize the theme and material
Interviewer: Did you make your own lesson plan for each meeting in your class?
Teacher: The lesson plans used are already made, but we are free to develop and alter it.
Interviewer: In your opinion, what is the difference between science subject taught using school-based curriculum and Curriculum 2013 towards the students' development?
Teacher: In Curriculum 2013, the teacher has to master all subjects at once, so we had to study. I have Islamic teaching as my basic, but I had to teach several themes for grade V.
Interviewer: What is the model and method in teaching and learning used in Curriculum 2013, in particular science subject?
Teacher: Usually, I has group discussion. If there is a theme on animal, I bring the class to the Kebonrojo zoo to observe the animals there.
Interviewer: Did you find problem during the implementation of teaching and learning using Curriculum 2013, science subject in particular?
Teacher: The complexity in scoring, I think most of the teachers find it as the main problem
Interviewer: Did you have any critics or suggestion toward the science subject's material in Curriculum 2013, so far?

Teacher: *For the science subject, the material are less detailed, compared to the school-based curriculum. For the test and examination, we still did it per subject –not integrated as the curriculum demand.*

Discussion

The implementation of teaching and learning of science subject in higher-class

The Curriculum 2013 for elementary school is using integrated thematic teaching and learning. The stages of thematic teaching including choosing themes, integrating themes, designing lesson plan and carrying out the discussion. Based on the data collected in grade IV, V, and VI in four schools, each teacher has prepared and designed the lesson in form of lesson plans.

In the lesson plans made by the teachers, the lesson plan are made during the KKG (teacher working group) activities in each district. Each teacher considers the students' characters in the class they taught, since the lesson plans are developed according to the real-life condition.

According to the Regulation of Ministry of Education and Culture Number 22 Year 2016, the teaching and learning process is highly related to the graduate competency standard and standard of content. The teaching and learning using Curriculum 2013 employed scientific approach. Meanwhile, the teaching and learning model that needed to be carried out includinginquiry learning, discovery learning, project-based learning, and problem-based learning. Cooperative learning model can also be implemented, adjusted to the materials. According to the data collected, each teacher has implemented the scientific approach, including observing, questioning, experimenting, thinking, presenting, and creating; however it has not been done completely. The teachers have done the observing, questioning, and experimenting stages. Thus, the teaching and learning in the class has not been done according to the curriculum demand.

The implementation of teaching and learning of science subject for elementary schools demand the students to be actively participated during the process. The material for science subject in the aforementioned curriculum also demand practicum activity. One of them is the teaching and learning process done in MI NegeriGedog, with the theme alternative source of energy. During the practice, the teacher used potato as the substitute of battery, one of the electric sources. The students were assigned to make their own circuit using battery as the main source. In group, the students had to arrange the cables, potatoes, and lamps on their own. Several groups were managed to turn on the light using the simple electric circuit with potatoes as its main source of energy.

The teaching and learning of science subject in elementary school needs media to help the teacher deliver the lessons. Facility and infrastructure in each elementary school in Blitar City is also a factor that support the teaching and learning process. SDN Bendogerit 1, SDN Sentul 1, and MI Perwanida had have their own science labs. However, it is only functioned as the storage for teaching media. Meanwhile, MI NegeriGedog is yet to have their science lab.

Problems in the implementation of teaching and learning of science subject in higher-class of elementary school

According to the interview with the teachers, the main challenges of the implementation of Curriculum 2013 are the scoring and incompatibility of the material in the teacher's book and students' book. The scoring in the aforementioned curriculum demand the teacher to score the attitude, cognitive, and skill aspects; which appears as burden for the teacher since the number of students in the class are beyond the maximal number. According to the curriculum, the ideal number of students in each class is 28 students. Meanwhile, the sample schools has 28–35 students in each class.

The differences between materials in the teacher's book and students' book also became the problem in the implementation of teaching and learning. Thus, the teachers have to adapt and match the two books. However, to help delivering the material, the teacher needs to have the supporting materials. The teachers are expected to have supporting books and materials, aside from the government-prepared books.

CONCLUSION

According to the purposes, data, and data explanation, the implementation of teaching and learning of science subject using scientific approach, in general, has not been done completely. The science teaching and learning process are mostly done through practicum activities, since it demands the students to be more actively involved during the process. Besides, the material in science

subject in Curriculum 2013 are not well-detailed; it appears as basic concepts instead.

The teacher faced two main problems during the implementation of teaching and learning; including scoring and the differences between teacher's book and students' book. The scoring covers attitude, skill, and cognitive can be done properly if the class consists of 28 students or less. The teachers are also expected to be more creative in adapting and enriching the materials with the supporting books.

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THE EFFECT OF CAI SDLMI METHOD TO EFL LEARNERS WITH AUTISM ON SPEAKING ABILITY

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ABSTRACT

This study investigated the effects of CAI SDLMI (Computer-Assisted Instructions on Students' Knowledge of the Self-Determined Learning Model of Instruction and Disruptive Behavior) to the teaching and learning in EFL (English as Foreign Language) Class in Special Education Needs (SEN) school in their speaking ability. Two students (male and female) were give treatment using CAI SDLMI. The data of pre-test and post-test were compared to know the effect of the method. The result showed that the after treatment shows a better learning outcome. thus, CAI SDLMI may support the teaching and learning for EFL learners with autism in SEN School.

Keywords: effect, learners, autism, speaking.

CAI SDLMI (Computer-Assisted Instructions on Students' Knowledge of the Self-Determined Learning Model of Instruction and Disruptive Behavior) is a method developed to solve autistic students' problems in their behaviors. Mazzotti (2012) mention that CAI SDLMI is an effective format to teach students with disabilities to solve their behavior problems. SDLMI was usually taught using traditional instruction methods, such as teacher – directed small – group instruction (Fowler, 2008; Agran et al., 2006), on-on-one instruction at job sites (McGlashing-Johnson et al., 2004). A study by Agran et al., (2002) found that using the SDLMI to the middle school students with autism, intellectual disabilities, or multiple disabilities improved students' ability to self-set goals and reduced problem behaviors (i.e., inappropriate touching, not following directions).

Computer-assisted instruction (CAI) combined with SDLMI is one creative solution to handle the problems in learning. CAI SDLMI offers another interactive format for teaching goal setting and self-determination and could be used to present the SDLMI (Mazzotti, 2012). CAI offers an interactive format that can present multiple examples of content and provide immediate feedback on student performance (Hutcherson, Langone, Ayers, & Clees, 2004). CAI SDLMI is a creative solution to teach autistic students to improve their learning quality by employing self-regulated problem-solving strategies and to achieve self-selected goals. It consists of three phase: 1) set a goal; 2) make a plan; 3) adjust the goal.

The mystery is that the effect of CAI SDLMI in the English for Foreign Language (EFL) classroom for students with autism in their speaking ability is yet to be researched.

CAI SDLMI is quite a new method and invites curiosity to be applied to Autistic students in the teaching and learning process in EFL class. Research by Renee (2006) concluded that ESL learners with autism can acquire English as a second language. Research by Kurth (2012) mention that students with autism in inclusive and special schools should be given an appropriate method to teach English. Those researches suggest that an appropriate method should be given to autistic students in learning English. Students with autism have some problems in teaching and learning process in their communication and behavior. The impulsivity, lack of self-control, and aggressiveness that the students with disabilities showed may hinder their ability to participate in the activities that occur in the classroom (Kim, et al., 2012). As a result of their behavior problems, autistic students may unable to join any lesson in the current condition. However, with an appropriate method, the teaching and learning might be successful if we engage in the drawbacks of autistic students in learning.

This research tried to discover the effect of CAI SDLMI to students speaking ability in learning English. It is important that teacher involved with the student have a thorough knowledge of the student's form of expression and that they adjust their expectations for communication accordingly such as English teacher with autism knowledge. For students with limited oral expression, teachers and families should accept limited verbal attempts and nonverbal behavior as communicative. Even those students with autism who do have oral language may not add to their working oral vocabularies easily. Teachers and parents will need to teach new vocabulary in a variety of contexts and using a visually-based approach (Hunt, 1988). Students who rely on pictorial representations to

communicate will need to learn that a drawing or representation has a name and that it can give direction, or tell us what to do. Understanding this is essential if visual systems are going to provide meaningful communication. CAI SDLMI fits with those principles. The question of this study is what is the effect of CAI SDLMI to autistic students learning achievement in EFL class? This article will elaborate the method used, results, discussion, and conclusion of the effect using CAI SDLMI to speaking ability of the students in learning English.

METHOD

This research was carried out in 9th grade of junior level of Special Education Needs (SEN) School in Indonesia to know their speaking ability in English class. The autistic students learning together with other students. There were eight students involved; two of the students are autistic while the others are slow learner. One students is male and the other one is female. The students are autistic students in the category of verbal autism, HFA (High Functioning Autism), and in the moderate level of learning abilities. The students were taught English as their foreign language. Their students' first language is Indonesia, second language is Javanese, and they are learning English as their foreign language.

Students participated in the intervention for approximately 90 minutes each session per week (i.e., one week two session) with total of 5 sessions. Before the intervention the researcher do a pretest. After the interventions session had done, post-test were conducted to know the effect of the SDLMI Computer-assisted SDLMI. Students were trained on the steps of the intervention in the classroom of special needs' school. Specifically, students received step-by-step instructions about how to navigate through the CAI program and respond to the visual and audio components of the intervention. First, students watched the researcher demonstrate procedures. Second, students were given an opportunity to practice procedures with the researcher. Finally, students practiced procedures.

The intervention was presented in three parts. Intervention procedures included visual and audio components presented in the following sequence. For all three parts of the intervention, students completed worksheets on the computer. Part 1(set a goal) included three lessons: (a) Lesson 1, Identify Strengths and Needs, included describing what a goal is, identifying students' strengths and needs based on classroom expectations, and completing a

strengths and needs worksheet using Microsoft Word© 2007; (b) Lesson 2, Expected Behavior, included describing what a goal is, comparing current behavior to school/class expectations, providing examples of appropriate behavior, identifying barriers, and completing the behavior worksheet using Microsoft Word© 2007 and students are completing the speaking ability worksheet to communicate English for emergency purposes covering: 1) My name is…; 2) I am from Indonesia; 3) I need your help; 4) Can you take me to the police station; 5) I am lost; and (c) Lesson 3, SDLMI and Setting Behavior Goal, included "Where I am?" to "Where I want to be?," identifying what the student wanted to accomplish in terms of behavior, and completing a set a goal worksheet using Microsoft Word© 2007. Part 2 (make a plan) included three lessons: (a) Lesson 4, Problem Solving and Plan Development, included completing an interactive problem-solving activity, identifying barriers and solutions to meet goals, and completing a barriers worksheet using Microsoft Word© 2007; (b) Lesson 5, Identifying Supports to Achieve Goals, included supports for goal success, tools for achieving goal (e.g., cue cards, task analysis, self-monitoring checklist, student-directed worksheet), and student's self-selecting tool for success; and (c) Lesson 6, Finalize Plan Towards Goal, included identifying specific steps to meet the goal, providing supports required for meeting the goal, and developing a plan. Part 3 (adjust your goal) included two lessons, (a) Lesson 7, Self-Evaluation/Record Performance Data, providing students with information about their progress since the start of the SDLMI strategy, graphing progress toward their goal, providing reasons why progress was made toward the goal, students reviewing plans, and completing steps identified; and (b) Lesson 8, Adjust the Goal, included identifying whether the student's goal was met, identifying changes to student's goal if not met, providing examples of how and why changes may need to be made to the goal if the student was not making progress, and completing a goal revision worksheet using Microsoft Word© 2007.

A laptop computer equipped with Microsoft PowerPoint© and Microsoft Word© 2007 was used to facilitate the intervention. Many pictures to support the teaching and learning process were taken from google.com. LCD and audio speaker were used to support teaching and learning process. The experimenter investigated the students improvement in speaking ability by comparing the results of pre-test and post-test. To assess the students' speaking ability, the experimenter adapt scoring guide adapted from Djiwandono (2008) and scoring rubric fro O'Malley (2006). The scoring rubric aspects were speaking, fluency,

listening and pronunciation. Each of the aspect had 25% weighting and had 4 levels from poor, fair, good, and very good. In speaking aspect the classification were begins to name objects, begins to communicate personal and survival needs, begins to initiate conversation and asks to simple questions, and initiates and sustains conversation with descriptions and details. Fluency started with repeats words and phrases, speaks in single-word utterances and short patterns, speaks hesitantly because of rephrasing and searching for words, and speaks with occasional hesitation. Listening aspect consisted of understand little or no English, understand words and phrases but requires repetition, understand simple sentences in sustained conversation but requires repetition, and understand discussion with repetition or clarification. In pronunciation aspect the aspects were the speaker says little or no English, the speaker is mumbling, the speaker do not enunciate very clearly but understandable, and the speaker enunciate clearly.

RESULTS AND DISCUSSION
Results

The results showed that the aspect of speaking shows that both students were in classification of begins to name objects. In fluency, one student in classification of speaks in single-word utterances and short patterns, and one student in classification of speaks hesitantly because of rephrasing and searching for words. Listening aspect showed that both of students in classification of understands simple sentences in sustained conversation and requires repetition. And in pronunciation, both students in classification of the speaker did not enunciate very clearly but understandable.

In the posttest some of the students' aspects were increasing such as in speaking both of the students were increasing from classification of begin to name objects to begin to communicate personal and survival needs. In fluency aspect both of the students increased from speaks in single-word utterances and short patterns to speak hesitantly because of rephrasing and searching for words. In listening aspect there were no increasing classification, while in pronunciation aspect one student increased from the speaker is mumbling to the speaker did not enunciate very clearly but understandable.

Before treatment, students demonstrate unusual, distinctive behaviors, including restricted range of interests and preoccupation with one specific interest or object; inflexible adherence to a nonfunctional routine ;

stereotypic and repetitive motor mannerisms, such as hand flapping, finger flicking, rocking, spinning, walking on tiptoes, spinning objects; preoccupation with parts of objects; fascination with movement, such as the spinning of an object; insistence on sameness and resistance to change; unusual responses to sensory stimuli.

In addition, the students had challenging behaviors, such as aggression, destruction, screaming, self-injurious behaviors and/or tantrums. Given that the individual are not able to effectively communicate their thoughts and desires, it is not surprising that they rely on their behavior to communicate specific messages. For instance, a student may use aggression or destruction to communicate that a task is too difficult. Alternatively, some students may use these behaviors to avoid activities or manage their anxiety.

By using CAI SDLMI during and after the treatment students showed a positive effect in learning. Students are able initiate the learning, know what they want to learn, and to get known of their characteristic in learning and how to solve their problem in learning. Students were more excited because the task were challenging to them and considered not too difficult which led to a relax situation of teaching and learning process. The step by step process using computer demand the students to type, this effect the students' behavior maintained such as decreasing the indication of unwanted behavior of stereotypic and repetitive motor mannerisms. SDLMI in particular made the students had a commitment to realize their aggression, tantrum, and screaming, therefore when they became uncontrolled, the students were reminded about their commitment.

Discussion

Technology has found a welcome home in foreign language education. Language instruction that integrates technology has become popular and has had a tremendous impact on language education. Williams & Williams (2000) suggest that integration of technology can improve academic performance, enhance motivation, and promote learning. To examine how technology supports teaching and learning, Chatel (2002) conducted interviews and observations with eight classroom teachers and four ESL teachers and asserted that the selection of appropriate software and websites help ESL students learn and apply English. Lasagabaster and Sierra (2003) conducted a similar research study to examine the attitude of 59 undergraduate students toward CAI. The findings revealed that the students had a positive attitude toward learning another language with computers.

CAI brings with it several potential benefits as a teaching/learning medium. These include self-paced learning, self-directed learning, the exercising of various senses and the ability to represent content in a variety of media using SDLMI. Although CAI has not been studied in the EFL community for autistic students' situation, many of the benefits in the general CAI context should also be available in the EFL learning. Study by Entwistle (1981) have shown that when learners can learn in a way that suits them, improvements in the effectiveness of the learning process normally ensue. Humans are multi-sensory animals. The more senses through which we receive information, the easier it is to remember. According to Fletcher (1990), people remember 20% of what they hear, 40% of what they see and hear and 75% of what they see, hear and do. The fact that the computer can exercise various senses and present information in a variety of media can enhance the learning process.

An essential element for nearly all of the components skills of self-determination is the students' ability to communicate. Expressing one's choices, making decisions, asserting oneself, and evaluating one's own behavior are all primary elements of self-determination. They all require a mechanism for communication. Recent research indicates that students with significant intellectual developmental disabilities are students who often have limited communication competence (Kleinert, 2007). On the other hand, research has shown that individuals with disabilities who have strong self-determination and those who can utilize augmentative communication system to express themselves have a better postschool outcomes and reported quality of life (Hamm & Mirenda, 2006). In light of the importance of communication skill in self determination, Light and Gullens (2000) noted that communication competence is necessary for an individual to become fully self-determined. Although self-determination is clearly critical life skills for all students, teaching self-determination to students with autism who has a functional communication problems can be problematic for teachers. Abilities such as voicing preferences, making choices and selecting personal goals are integral skills for self-determination (Agran, et al. 2003).

Given these challenges and the need of self-determined learning, Mazzotti (2012) collaborate the learning with computer assisted instruction (CAI) and SDLMI to solve those problems occur in teaching and learning process. However, the teaching and learning of CAI SDLMI, was yet to be researched in the field of English for Foreign Language with autism. Theoretically by solving the problems of autistic students in their behavior and communication, CAI SDLMI would be effective to be used. This research which investigated the effect of CAI SDLMI to EFL learners with autism provided evidence that CAI SDLMI is practically available for English teachers who teach autistic students.

This study extended the CAI SDLMI literature into English teaching and learning for foreign language students with autism. The three stages of CAI SDLMI was modified by setting their goal in the learning English, what they wanted to accomplish, and what were the strategy to be implemented. This research contributed in some ways.

First, The interaction using CAI interact students attention and as a medium for students and teacher to interact each other. Mechling, Gast, &Krupa (2007) argued that CAI can be an effective format for teaching students with disabilities for various skills such as social skills.Students were significantly improved their social skills in class by teacher and students interaction in CAI. The indication was the students generated questions related to the material given and what they should do in the three stages of CAI SDLMI.

Second, CAI SDLMI encourage students to work more independently. As proposed by Mazzotti (2012) allows students to work independently or with minimal guidance from a teacher. In the classroom situation which autistic students should blended with other students with other disabilities, teacher was demanded to handle the class evenly. By using CAI, students were taught using computer and LCD which enable teacher to integrate the teaching strategy to other students as well. The autistic students were paired with teacher and other students to get an immediate response in the teaching and learning process. This current study also proved that CAI SDLMI can be used as a tool to promote students-teacher interactions and student to student interaction.

Third, CAI SDLMI is applicable for the teacher to teach English. As proposed by Stang, et al. (2009), self-determination is valued by both general and special education teachers. His statement is in accordance to the finding of this research that not only special education teachers that find this useful but also for general teachers English language teaching fields. As mentioned by Mazzotti (2012) CAI SDLMI can provide teachers with an effective method for teaching one component of self-determination i.e. goal setting to students exhibiting problems behavior, teacher of general education dealing with autistic students

might be able to modify it into a specific subject such as English.

This study also observed the progress in students speaking ability in English by examining data taken five times including pretest, treatment and posttest. The students showed a gentle improvement as the intervention took place. The improvement showed positive progress during the treatment given in each meeting. Students need to adjust to the strategy using CAI SDLMI in the beginning, but then they can keep up and cooperatively use the strategy during the teaching and learning process afterwards. That indicated the positive wash back using the strategy and also positive short effect by bringing satisfactory level of goal attainment to the students.

In order to achieve preferred improvement both in academic skill or engagement on students' interaction and communication problem of autistic students, this study is limited n some regards. First, the participants were limited into two male and female autistic students in a particular setting. Second, the intervention limited to the measurement on pretest and posttest data. This resulted in the absence of the position of CAI SDLMI to others methods in teaching and learning of English for foreign language students with autism. The results of this study leave questions for future researchers to investigate. Future research might investigate the effectiveness of CAI SDLMI compared to other methods of teaching English for autistic students. The further researcher should involved more participants vary in the age and number of participants involved in the research. The setting used in this current research limited to special education setting, meaning that the involvement into other various contexts such as inclusive education should be reassured. The CAI SDLMI that is carried out by a general education teacher only or special education teacher only should be investigated in a more detailed investigation.

CONCLUSION

This study provides support for EFL teachers or special needs' teachers in teaching English by providing evidence of the effect on speaking ability using CAI SDLMI. The intervention using this method led to the variation of teaching EFL learners with autism. In conclusion, CAI SDLMI is an effective tool to teach Speaking ability of English for EFL students with autism by promoting self-determination skills of students exhibiting problem behavior while reducing disruptive behavior in the classroom.

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THE EFFECTIVENESS OF THE USE OF MUSIC AS A METHOD FOR HYPERACTIVE STUDENTS CONDITIONING IN THE ELEMENTARY SCHOOL

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ABSTRACT

The conditioning activity is one of several aspects to make a successful learning process. During these times, the teachers usually use some methods such as clapping, commanding and also ice breaking, yet the teachers are rarely use music as the method of conditioning, especially for hyperactive students in elementary school. In fact, musics are the fact sounds that have current frequency which can be arranged to produce the sound of harmonious. The psychology effects of using the music as the conditioning method is that musics make people who hear it become relax. Nowadays, the music phenomenon in elementary school is only used as the material of performances, yet musics are very effective to be the conditioning method in elementary school. This study will specially show the readers about the effectiveness of the use of music as the conditioning method for hyperactive students in elementary school. The hyperactive students are the students who cannot be quiet for a long time, so if this condition always occur, it will disturb other students. Because of the fact that hyperactive students are difficult to be controlled, so using command method is not appropriate. This study uses qualitative data that are found through library research. The writer hopes that the result of this study can help the teachers to overcome and determine the appropriate method in conditioning students, especially the hyperactive students.

Key Word: Music, Conditioning activity, Hyperactive students

The conditioning activity is one of several aspects to make a successful learning process. Sanjaya (2014:150) reveals that conditioning activity is beginning activity who teacher done to make good condition for students easy receive the lessons. The learning process can be called as the successful learning if the students are ready to receive the lessons from the teachers. So, the conditioning activity of students are important to help the students command the lessons.

Musics are the fact sounds that have current frequency which can be arranged to produce the sound of harmonious. Music had an effect on daily life, because music has many benefit. Djohan (2005:142) says that benefit of music are to train on how to get sensitivity of stimuli environment and as the instrument to increase and help ability development personal and social which include cognitive ability aspects, intellectual activity, intelligent, creativity, reading, language, social, behavior and social interaction. Therefore, activity of musics are important to motivated brain development and increase student intelligent level.

The psychology effects of using the music as the conditioning method is that music make people who hear it become relax.

When hear music in a complete manner or rhythm only, the heartbeat, respiration, electric resistant on the skin had be change, the heartbeat will adapt itself with the rhythm who people who hear it (Djohan, 2005:135). When the people are hearing slow rhythm of music, then the heartbeat will adapt with that rhythm. So that music rhythm give piece and confident to people who hear it.

That effect makes music many used to therapy in medical world. Music therapy is health therapy which uses music as medication in order to increase or repair physical, emotional, cognitive and social conditions on individuals from various ages (Suhartini, 2008). The same opinion reveal by Djohan (2005:224) music therapy used to repair physical health, positive social interaction, expand interpersonal relation, emotional expression in natural manner and increase conscious thought to selves. During these time, therapy of music is good medicinal treatment to treat all kinds of mental disruption, trauma, physical defect and study disruption. Music therapy is therapy which had many best than other therapy, there are more economical and easy to uses for all sufferer without having looked at education background.

However in Indonesian, music utilization immediately which related with daily human life yet be development (Djohan, 2005:143), in fact for importance education world, the function of music yet maximal. During these time, music yet be function as material for performance and entertainment. The society in Indonesian yet realize that music can be used in various life aspect especially in education aspect. Nowadays, the music phenomenon in elementary school is only used as the material of performances and extracurricular, yet musics are very effective to be the conditioning method in elementary school.

During these times, the teachers usually use some methods such as clapping, commanding and also ice breaking to conditioning student before the learning begin. But as long the process that method not effective to apply for hyperactive student. Syamsi (2005:55) reveals that hyperactive student is people behavior who somebody had overactivities or over movement and that behavior not systematic or not know that consequence. Hyperactive student had motoric problem, social interaction and not be quiet behavior and also not to hear command from another people, usually debate, temper aouburst, behavior diverge and usually contradiction to another people (Suharmini, 2004:123). Their activities tend to be difficult to be handled, so if this condition always occur, it will disturb other students. Because of the fact that hyperactive students are difficult to be controlled, so using command method is not appropriate. The writer hopes that the result of this study can help the teachers to overcome and determine the appropriate method in conditioning students, especially the hyperactive students.

METHOD

The methodology used in this research is the study of literature (library research). The data of this research are found through collecting journal by music therapy and hyperactive student keyword. The journals are found from American Music Therapy Association, Media Ners, The Music Therapy, Journal of Undergraduate Research, Jurnal Rehabilitasi dan Remediasi, Kajian Ilmiah Psikologi, Humanitas, dan Jurnal Psikologi.

FINDING AND DISCUSSION

Music Therapy is one therapy which used music to give confident for people who hear it. Some research explains that music can give positive effect. According by Susanti and Rohmah (2011) the slow music tempo can give positive effect for body and increase quality and also the body function such as slowed up beat of heart. Music classic or instrumental give positive energy, power full effect and piece. Music increase relaxation feeling (Dewi, 2009). So, the music make people who hear it become relax and feel confident. This condition is appropriate to student before begin the lesson. The lessons can be receive by student nicely. Because as long as the lesson, students can be focus with the lesson.

The hyperactive students are the students who cannot be quiet for a long time. Their activities tend to be difficult to be handled, so if this condition always occur, it will disturb other students. The conditioning method such as clapping, commanding and also ice breaking is not appropriate. Because of the fact that hyperactive students are difficult to be controlled. Many research who showed that music has many benefit, for example the research who be done by Hammer (1996), Hendricks (2001), Azbell and Laking (2006), Suharmini (2004), and Hernandez (2005) explain that music can decrease anxiety level and depression.

Other research who be done by Rusmawati dkk (2012) about music therapy effect to decrease hyperactive student tell that music therapy is very effective to decrease hyperactivities that are to not sit quiet for a long time behavior and quite from the sit without reason to student who get Attention Deficit Hyperactivity Disorder (ADHD). Based on the treatment who be done that are found data such as
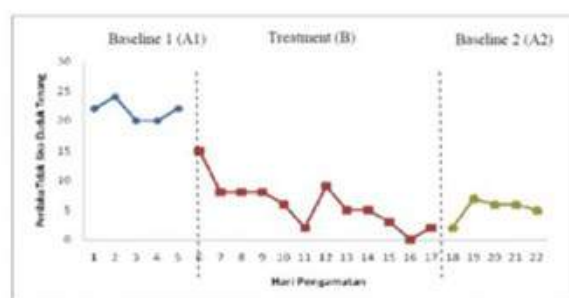
Graph 1. Not be sit quiet behavior
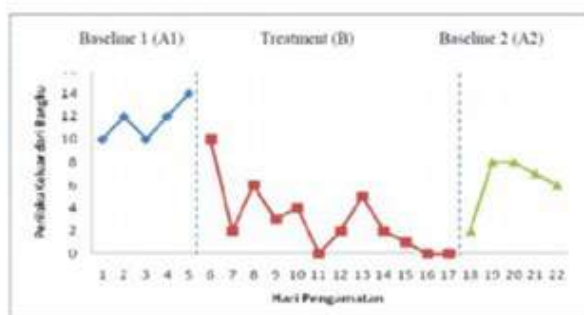
Graph 2. Quite from the sit behavior

Based on the graphics are found data that decreased frequency of not be sit quiet behavior for a long time and frequency of quite from the sit behavior without reason. The result that music can be used as method to conditioning hyperactive student before the lesson begin. Proven the result that music can decrease hyperactivities frequency who be done by hyperactive student.

Conditioning hyperactive student by music method can be used with some steps, (1) prepared the music instrumental or music classic which slowed tempo, (2) Teacher tell story to form imagination of student, (3) teacher make a interesting story and student challenge, (4) Finish the story after the student ready to receive the lessons. Besides that the teacher can insert the lesson into the story.

CONCLUSION

Based on the result of study literature that are music can be used and very effective as conditioning method before the lesson begin specially for hyperactive student. Because music can give positive effect for someone who hear it. Heart beat can be adapt by itself with the slowed music tempo, so can increase relaxation feeling. Hyperactive student cannot be quiet for a long time and always have many activities. Surely, it that give effect for heartbeat, that are more and more activities, so the heart beat also increase. The hyperactive student who have many activities before the lesson begin, will be difficult to focus. Therefore, before the lesson begin, the teacher must be do conditioning method to ready receive the lessons from the teacher.

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QUALITY MANAGEMENT
OF THE GUIDANCE AND COUNSELING SERVICES
IN SMA NEGERI 1 BANJARMASIN

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ABSTRACT

The low level of student's achievement are influenced by the inability of students to develop their self potential optimally, this is related to the guidance and counseling services in schools, Guidance and counseling services management that not used total quality management is one of the factor that led to less optimal counseling services in schools.This study aims was to describe : quality management model applied in guidance counseling services in SMAN 1 Banjarmasin and Counseling service management model that can be applied to accelerate the quality of counseling services at SMAN 1 Banjarmasin.This study used a qualitative approach in form of case studies, the seeting of the research was SMAN 1 Banjarmasin. The data collecting used in-depth interviews, observation and document analysis. The validity test of the data were done by using triangulation techniques and triangulation of sources. The data analysis was use the Milse and Huberman models that included collecting data, reduction and display of the data and generalization.The results showed : 1) Elements of quality management model applied in guidance and counseling services in SMAN 1 Banjarmasin can be formulated as follows : a) The commitment of the guidance and counseling services from the principal and other (service staff, teacher and BK coordinator), b) Customer satisfaction, as a satisfaction of the students as users of counseling services in schools. Because the students are internal customers as well as external customers, c) Empowerment of all staff in the school in terms of guidance and counseling services, d) The principal leadership that collegiality and delegative style for guidance and counseling services, e) Continuous of Monitoring and evaluation. This evaluation is done periodically and continuously. 1) In the concept of total quality management (TQM) to the five elements can conclusion are as follows: a) Commitment, b) Customer satisfaction, c) Staff Empowering, d) Leadership, and e) Continuous monitoring and evaluation. 2) Model of Total Quality Management that implemented not yet comprehensive if we seen from TQM theoretical model some components that do not exist are: the organization of the quality (board of quality), education and training staff (continuous improvement), partnership, autonomy and reward system. Based on these results the suggestions that can be submitted are : schools and other stakeholders in particular for school guidance and counseling unit, must make the vision and mission of guidance and counseling program, create the standart operational procedure and improve the quality management model that were implemented in the school.

Keywords: quality management, counseling services.

Many changes happened in the society and the development of science and technology which grow fast gave a big influence in world of education. In order to answer the challenges of this era, it is required an ability to manage available resources. The improvement of human resources is an absolute prerequisite for achieving development objectives. As the critical success factors of development, the quality of human resources is enhanced through a variety of educational programs conducted in a systematic and purposeful way.

A good quality education started from qualified institutions, which required good quality of school management through quality management approach, known as Total Quality Management. It is expressly stated by Deming and Crosby which were quoted by Suriansyah (2012) states that the quality of an organization is determined by the management of 80% and 20% is determined by other factors. Other studies that put forward by Cartono (2002) stated that in order to generate resources or a good quality product requires a system providing education quality as well. A good quality education system is a system that is capable to move the culture of quality in every element of education.

A school management with good quality would be able to produce graduates who are not only focused on the ability of learners cognitive / academic, but also the development of an optimal student participants, including characters and skills.

School institutiom as an educational institution that is able to produce qualified graduates, at least managed by the three pillars of education that can not be separated one from others. The three pillars are the management / supervision, teaching and counseling. (Nurihsan, Sudianto, 2005).

Guidance and counseling as one of the pillars to show clearly the parallels between the position of guidance and counseling services which create independent character, with the service of education management and service of learning that educate in frame of curriculum especially in the school system as form of formal education institution.

The existence of school management policy that has understood well guidance and counseling surely will became better and get the support in order to ease the execution of guidance and coulseling program as a part or element which could have a significant role to increase the school's quality to optimalize student's development. As one of the effort to increase the quality, guidance and counseling in school need to be executed by professional counselor that is managable and empowered so it may gave a good quality of service. Guidance and ounseling service will not exist, run and achieved well if it doesn't have a good quality of management system.

The fact that happen on the field related with the students has showen some data as follow: delinquency students (middle and high school age youth) such as brawl were recorded during 2012, there has been a student fights eleven times. Of the eleven events, there are five fatalities, "said Head of Public Relations Jakarta Police Commissioner Rikwanto on Thursday (27.09.12) at the Metro Jaya Police Headquarters (Kompas.com: 27/09/2012) Drug abuse (drugs), free sex, free sex even, the circulation of pornographic scenes that were played by students and so on.

On the other hand, guidance teacher still did't have a significant role as a guide or even councelor (Suriansyah: 2010), a counselor often equated by students as a security officer that take care of students who are late, undiscipline and etc. In other words the guidance service were still questioned in aspect of quality.

In order to answer the various problems that exist in the Integrated Quality Management education which will give the professional education solutions to meet the challenges of the present and the future, because the integrated quality management can be used to build alliances between education, business and government. Integrated quality management can shape society responsive to change society in a globalized world. Integrated quality management can also form schools responsive and able to respond to changes in the field of education in order to give satisfaction to the service recipient and stakeholders.

From the problems above, this research wanted to know the model of quality management of guidance and counseling service in SMA Negeri 1 Banjarmasin and the apllicative model in order to fasten the service guidance and couseling with good quality.

Quality Management is an aplication of some technique collection in management, based on the availability quantitative and qualitative data, and empowerment of all school component in sustainable way to increase the capasity and the school organization ability to fulfill the need for learners and society.

Santoso said that the total quality management is a management system that elevates the quality of a strategy oriented to customer satisfaction by involving all members of the organization (2003: 4).

Refered to the concept above, management of guidance and counseling services that have good quality will be more beneficial for students if it is supported by good quality of human recourses, principal, guidance counselor, classroom teacher and the student itself. The development of guidance and counseling in particular required a strong management support and relevant with the vision and mission of guidance and counseling.

Guidance is a process of helping to student so they will be able to understand their self potential and the surroundings, accepting themselves, develop themselves optimally and adapting in positive way and constructive in life norm demands so they will achieve a meaningfull life (happily), whether personal or socially. (Yusuf, 2006:30)

Guidance can be defined as a process in providing assistance to a person so that he can live happily and free from problems that bothered him.

Counselling is an effort with four eyes or face-to-face between counselor and client that contains a business that barrel, unique, human (humane), which is carried out in an atmosphere of expertise and that were based on the norms which in charge, so that clients gain self-concept and self confidence to improve his behavior at this time and perhaps in the future. (Sukardi, 2008: 38)

From the concept above, the relation between guidance and counseling is that counseling is a main activity of guidance with the individual assistance aim in interactive relation situation between counselor-client. It is simple stated that counseling is a core of guidance service. (Munandir, 2009:1004)

In order to optimize the service of guidance and counseling, the school counselor need a good management activity and real management skill were actually one of the most required competence of school counselor. *Permendiknas No 27 Tahun 2008* about standart academic qualification and counselor competence stated that a scholl counselor need to mastered all of determined competencies, one of the competence which is need to be mastered is a profesional competence of 13-15 that is a counselor is charged to be able to do a guidance and counseling management. Guidance and counseling management is all activity that stated from planning, organizing, action and evaluation on the process of guidance and counseling.

METHODS

This study used a qualitative approach in form of case studies, the seeting of the research was SMAN 1 Banjarmasin. The data collecting used in-depth interviews, observation and document analysis. The validity test of the data were done by using triangulation techniques and triangulation of sources. The data analysis was use the Milse and Huberman models that included collecting data, reduction and display of the data and generalization.

RESULTS AND DISCUSSION
Results

The results showed : 1) Elements of quality management model applied in guidance and counseling services in SMAN 1 Banjarmasin can be formulated as follows : a) The commitment of the guidance and counseling services from the principal and other (service staff, teacher and BK coordinator), b) Customer satisfaction, as a satisfaction of the students as users of counseling services in schools. Because the students are internal customers as well as external customers, c) Empowerment of all staff in the school in terms of guidance and counseling services, d) The principal leadership that collegiality and delegative style for guidance and counseling services, e) Continuous of Monitoring and evaluation.

This evaluation is done periodically and continuously. 1) In the concept of total quality management (TQM) to the five elements can conclusion are as follows : a) Commitment, b) Customer satisfaction, c) Staff Empowering, d) Leadership, and e) Continuous monitoring and evaluation. 2) Model of Total Quality Management that implemented not yet comprehensive if we seen from TQM theoretical model some components that do not exist are : the organization of the quality (board of quality), education and training staff (continuous improvement), partnership, autonomy and reward system.

Empirical Model Discussion
Leader Commitment Towards Quality, Similarity of Commitment to Quality by All Academic staff and other supporting staff.

In the picture of quality house model which found that to built a good quiality culture is not enough just with the commitment on the leader level, but also all staff commitment, also academic staff (teacher an or teacher/lecturer) or other supporting staff. To built a commitment from all staff was cannot be done by just doing socialization, but it need other effort which contact the need of all staff, material or immaterial. Besides from that, the similarity between leader and staff commitment will brought a good quality of work. That similarity were built because of needing each other behaviour between institution, leader and staff, need each other was made as the impact of the growth of need each other feelings from staff an organization members towards the institution and the leader. The description above is basically supports the concepts put forward by some experts stating that the involvement and commitment of different managers at every level is a critical issue in the implementation of TQM (Deming, 1986; Juran, 1989, 1992; Crosby, 1978; Ishikawa, 1985) , This means that the quality management as a management approach that is rooted in the quality paradigm will be successful if the commitment of managers and members / staff he leads is not different or there is a strong similarity in the commitment of everyone in the organization.

Provide Satisfaction for internal and external Customer

Starting from the demand to quality education, the educational institutions have an obligation to improve the quality of the service. To go to a good quality service, some experts are already introduced TQM principles as a step toward better management in higher education (Erickson, 1995). In connection with the primary mission of TQM is to meet customer satisfaction, organizations that want to maintain their position has let strong feelings and are confident of the quality (Peter & Waterman, 1982).

Based on the data obtained, the study came to the conclusion that customer satisfaction is one of the most important element in the implementation of the good quality of working culture, so that the institutions are qualified to be the sample in this study always emphasized customer satisfaction as a key element in all of the activities which were undertaken. All activities that were undertaken often leads to efforts to achieve customer satisfaction. Other experts are also strengthen as the above findings proposed by Beaver (1994) which states that provide the best service to the customers is very important and is a principle to ensure the achievement of higher education institutions. Achievement of higher education institutions will continue to increased if it seeks to give a greater prominence to the expectations and needs of the customer (Deshields et al., 2005). Sahney et al. (2004) noted "... let the efforts made to satisfy customers, mainly internal customers ie the students".

Collaborative and collectivity leadership

Leadership as one of the components that determine the success of the organization to achieve

its vision, mission and objectives need an intensive attention for organizations that want to grow and develop as well as quality. Due to the large influence of leadership in bringing a quality organization, Yang (2006), the achievement of good human resources can be achieved through education, leadership and incentives available to employees. In another study also found that the program management procedures within the organization based on solidarity and collectivity, accompanied by firmness of policies will have an impact on the implementation of the program towards the desired quality. This problem is also directly shape the culture of thinking and quality work culture.

Staff Involvement in Decision Making and the Use of Team

The involvement of staff in decision-making and the use of quality teams is one of the component in quality management using TQM approaches. Research conducted by Suriansyah (2010) also found that when the academic or non academic staff involved at the policy-making process and guidelines (including in this case the manufacture of various standards), will foster a sense of self belonging which always increasing. Besides, the involvement of various parties will raise a sense of responsibility of all staff, whether academic staff or support staff, especially in the implementation of any policy decisions.

Control and Periodic Continuous Assessment

Control and assessment through stakeholders and through the student in order to guarantee quality of service (in terms of quality working culture) is one of the findings of a study conducted by Suriansyah (2010) which has a difference with the other findings in the TQM model. The importance of control and assessment in the implementation of TQM is recognized by Arcaro (1995) which states that it takes a team to control the results of the implementation of TQM to ensure the achievement of the desired results, but the quality control is often overlooked by organizations that implement TQM including educational institutions, so that most institutions never achieve the desired consistent result. The findings of this study revealed the importance of customer satisfaction assessment through student satisfaction with services provided and external customer satisfaction is a factor that has influenced the working culture of staff, if the results are given information in the form of feedback to the party which gave the service.

Discussion

Considering the quality management model components that are implemented in guidance and counseling services in this school there are some components that have not been found, it would require other components as a theoretical model proposed in this study in an effort to improve the quality of service in the school.

Values, norms, vision and mission that is realized through their design quality and Standard Operating Procedures.

Some literature in general had a similar and agreed that the emphasis on the need to change the culture of an organization is a necessary condition for success and successful implementation of TQM (Adebanjo & Kehoem, 1999; Ahmed et al., 1999; Kanji & Yui, 1997; Manley, 1998; Vermeulen, 1997). Therefore, changing the organizational culture towards work culture of quality into something very strategic. But cultural change can not be done if it only uses the ways of instant and incidental, but changing the organizational culture must be done through a special program run continuously / sustainability (Ciampa, 1991). In some studies done by experts and the organizations of the quality management studies, it was found that the effort towards quality service, need to be done from the beginning. Some initial actions that must be done include fundamental issues such as setting the vision, mission, characteristics, values, behaviors and values of work culture. Therefore, the design good quality of working culture that is clear to everyone (members of the organization).

Based on this description it is clear that organizational culture and work practices is a value system that is understood and believed by all members of the organization as a guide and a foundation for every movement and behavior of their duties. With the confidence and trust that is strong against the value system of all the problems in the organization of work can be handled easily.

Competence In Continuous Improvement / sustainable and Programmatic

An efforts to improve the competence of continuous and programmed represent an extremely strategic and important to build a culture of quality within an organization. The more organizations that embrace quality management approach, the increased competence is one component in TQM. Sallis (1995) states that TQM can be understood as a philosophy of continuous improvement / continuing to organizational goals can be achieved through the involvement of all components within the organization. This statement meant that the continuous improvement is an important element in the implementation of TQM focusing on customer satisfaction.

From the above discussion it can be concluded that the successful implementation of TQM and the creation of good of quality working culture is largely determined by the quality of human resources. The good quality of human capital can be achieved through education and training is done programmatically and continuously.

Management Activities Autonomy

Autonomy and involvement should be considered in the management culture of this quality. Autonomy will increase employee engagement, communication and involvement in decision-making and will reduce the distance or the gap between staff / member organizations by the organization itself (Mosadegh, 2006).

The results of this study are also similar to what has been found in studies Jong and Hartog (2007) which states that the autonomy of the staff can provide smooth quality work. As also stated by Krause (2004) that leaders can require staff to always do something innovative with freedom and autonomy.

Cooperation and partnership with External Customers

Cooperation and partnership is one of the component in the model of quality management or TQM. This partnership is very important for an organization that wants to build the organization into a large and qualified. In connection with Sufyarma (2003) states that one way to restore the state universities (including school education) the problem is to establish a mutually beneficial relationship between stakeholders (businesses) and colleges. Of the various opinions indicate partnership is something that is to be conducted by the college in order to achieve customer satisfaction.

Various opinions and findings of a study conducted by experts as described above, strongly reaffirmed the elements TQM proposed by the teacher quality mention that one of the elements of TQM is customer satisfaction.

Incentives and Rewards

Incentives and rewards as one of the component in TQM is often a major concern by the staff. Various organizations in Indonesia are often lost power and costs, and lost productivity is very high due to the incentive system which is not right, not fair and not worthy of it's staff.

Thor (1994) argued that the award is one of the prerequisites for the implementation of TQM, and so on will affect customer satisfaction. These findings suggest that the rewards can be an important element for the implementation of TQM.

Quality Control Organization

Organization of quality control is one of the elements necessary in the process control and quality improvement in an organization. In this regard Arcaro (1995) states that in the implementation of TQM needed a quality team that was set up to resolve the problem. This team can be in the form of a cross section (cross department) or across functions. This team is very important to deal with issues that have a significant influence on the implementation of quality in institutions. The importance of quality control organization in an institution recognized by Anataraman (1984) stating that TQM requires effective team.

The findings are quite strategic in working towards a culture of quality in studies conducted by the experts is the need for organizations / institutions responsible for the development and quality control. There are various names used by the organization to call this team, such as the Development Team and Quality Control, or quality assurance unit, quality assurance agencies and others that usually side by side with the leaders of the organization. This team is an important element of the successful implementation of TQM. This finding is not different from what was found by Owlia and Aspinwall (1997) in various universities such as Quality Council (Aston University), Quality Assurance (Wolverhampton University), Quality Derveloplment Manager (Leed University) and Dean of the Quality Initiative (South Bank University).

The problem above is also in line with the statement Sobirin (2007) which states that the formation of a new culture within an organization relies heavily on the human aspect. He argues that 1) humans are basically not just objects but also subjects that do not simply follow the wishes of others, but also tends to determine the direction of their own goals, so it tends to reject the wishes of others if deemed not in accordance with his wishes; 2) because each individual has a thought (mind set) which are different, then the behavior of each person is different (low of individual differences) and 3) in addition to individual differences, at the same time humans are also social creatures who cannot stand alone, so whether realized or not he would try to form or at least be partially rather than a particular social system (organization).

CONCLUTION

Based on these results the suggestions that can be submitted are : schools and other stakeholders in particular for school guidance and counseling unit, must make the vision and mission of guidance and counseling program, create the

standart operational procedure and improve the quality management model that were implemented in the school.

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KNOWLEDGE AND ATTITUDE STUDENTS
INFRASTRUCTURES CAPACITY AS
A LEARNING PERSPECTIVE IN LIVE BASED LEARNING

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ABSTRACT

The study aims to explore how students see the role of ideas to work in the knowledge and how these views related to the activities of their inquiry based course professions Education Technology (TEP). Exploration is an increase in the capacitance of students in the perspective of live based learning. The data mainly come from the student activities in group discussion and investigation, and a survey on the role of ideas for knowledge and profession TEP.

Keywords: live based learning , attitudes, knowledge.

Learning Course Profession TEP is still based on the design of the course half tight. Learning as argued by Reigeluth (2013), paradigm of education before the 21st century is based on an industrial model where standardization and mass production manufacturing highly appreciated. Subject profession TEP was dominated by education tends to highlight the efficiency of individual knowledge acquisition and accumulation by teaching learners with content similar and skills that have been determined by a rigorous curriculum guidelines under the right timeframe. Conditions rigorous study was based on research Adams and Engelmann, 1996; Magliaro, Lockee, & Burton, 2005. Need to increase the ability of students TEP in the ability to express ideas and concepts. Practice learning is felt the students are still less given the opportunity to be the autonomy to engage in independent inquiry that requires them to produce and continuously improve their ideas for the development of student knowledge. However, given jargon knowledge-based society (UNESCO, 2005), the practice of conventional education must also shift more focus on the ability to build competence and creativity are able to work creatively and collaboratively with ideas to solve social and environmental problems (Florida, 2002).

The idea of student needs strengthening in order to become a new innovation. This contrasts with the current learning where ideas are often viewed as the mind that is determined based on the plan of teaching and classroom routines. Students with innovative ideas in the classroom sometimes even treated as student unruly and acting. the ideas were not asked specifically highly undesirable will get penolakan because it does not have compatibility with curriculum and content. Papert (2000) describes the situation as it is commonly seen in most traditional learning environment as "the idea aversion" (ie, do not like the idea). These conditions instilled with the belief rooted as it is not possible for students to be given the opportunity to produce ideas of their own and work with innovative ideas for the advancement of collective knowledge. it is also possible for students to learn to appreciate the importance of ideas to create new knowledge and solve real-world problems.

PROMOTING OF VIEW HOW STUDENTS

One way to help students develop a deeper understanding and appreciation of the "ideas" as an object essential to the creation of knowledge may be the involvement of students is to provide actual cases to carry out activities (Hargreaves, 1999; Hong & Sullivan, 2009; Scardamalia & Bereiter 2006). Build knowledge is defined collaboratively is through strengthening the process that is focused on strengthening the idea of a community (Bereiter & Scardamalia, 2003). As a pedagogical approach centered on the idea, the development of learning refers to three world position of epistemological constructivism. In addition to the physical world / material (world 1) and the psychological world that exists in the human mind (world 2), Popper suggests a world three realities primarily the ideas. These ideas are produced by a professional knowledge (eg, engineers, scientists, designers, and architects), they are embodied in the life social like real, real-world objects that can be experimented with the problem. under the world three ideas should be treated as tentative knowledge claims and will continue to have a critical examination (for example, through the examination, clarification, and changes) for further development. Likewise, in order to develop a knowledge-building

community success, students also need to understand the role of third world object improvable ideas for the advancement of knowledge collectively (Scardamalia, 2002), Lecturer only treat the student in the world and 2 in the psychological construct to achieve gain knowledge. Bereiter (1994), a conventional classroom teaching tends to focus on instilling in the students' minds and should grow and be determined by knowledge from the perspective of the world 2, while ignoring the importance of competence to work with the ideas in the world 3.

Distinguish two different modes of knowledge work is very important. Two modes of knowledge is a mode conviction and cashews design (Bereiter, 2002; Bereiter & Scardamalia, 2003). To explain, mode conviction emphasizes the ability to evaluate ideas or knowledge claims using the established and accepted as true belief. Students intellectually have a life and a class dominated by modes like to think. When the mind of students to work in the mode of confidence, they are often guided to reflect on questions such as: Is this idea is correct or fair? What assumptions this idea is based? Instead, the design mode of thought highlighted the ability to go beyond the pursuit of truth by engaging in idea generation sustained and increased for the advancement of knowledge. When a student is committed to the fashion design knowledge work, they tend to ask questions like: What is the value of this idea? What is it good for? What can or cannot do? How can it be further improved? While both modes required for knowledge work, the epistemological difference main between the two modes of view is that the mode of belief tends to highlight the acquisition of knowledge and accumulated by seeing ideas as knowledge admitted verified; while fashion design intended to facilitate the work of innovative knowledge to see ideas as improvable objects to the advancement of knowledge (Cross, 2007).

One important thing to note is that it is involved in the design of knowledge work-mode is, basically, the metacognitive process, as one must constantly reflect and plan ahead for the conditions to continue to promote the idea. Especially from the perspective of construction of knowledge as a social process, the type of behavior metacognitive necessary to design activity-mode should be collective (not individual) is reached. How can a group of knowledge-building look at the role of ideas and appropriate exercises that have self-regulatory as an attempt to influence the effectiveness of thinking student (Hong &

Sullivan, 2009). previous research has also shown that productive collaborative knowledge work is strongly associated with regulatory activities of the group (eg, Dehler, Bodemer, Butler, & Hesse, 2011; Goos, Galbraith, & Renshaw, 2002).

PROMOTING THE PROCESS IMPROVEMENT IDE

Hong and Sullivan (2009) propose learning centered on the idea within the framework to describe the emergence of the ability colaboration and independent process as the idea continus and improvement in an environment typical of knowledge-building. The framework envisions "idea generation", "diversification of Ideas", and "elaboration of ideas" as the three essential activities for effective process improvement ideas.

First, in terms of idea generation, most of the research literature has been considered as an important phase for the knowledge productive or design work (eg, Linsey et al., 2011), and important line of empirical research has been investigating strategies for effective learning or techniques to help ideas generation (Faure , 2004 ; Miura & Hida, 2004; Mumford, 2001; Paul & Yang, 2000; Rietzschel, Nijstad, & Stroebe 2014). For example, Rietzschel et al. (2014) study found that when students are guided to work more narrowed (in contrast to the wider) scope of the problem or when they were asked to come up with ideas that are more authentic (as contrasted with the more relevant), they are more likely to come up with ideas -ide innovative. Hong, Chang, and Chai (2011) study found that it is more likely to foster idea generation when students are allowed to study on the problems of their own interests and when the climate of learning in an environment perceived by students as a more open and creative ,

Second, from the perspective of socio-epistemological (Fuller, 1988), the idea of diversification can be achieved by way of exchanging ideas or perspectives between members with expertise distributed. Previous research has suggested that the exchange of ideas is essential to the process of knowledge advancement (Gong, Kim, Zhu, & Lee, 2013; Hong, Scardamalia, & Zhang, 2010; Perttula, Krause, & Sipila, 2006). For example, Perttula (2006) design experiments found that people who swap ideas are more likely to generate more ideas. Kohn, Paul, and Choi (2011) conducted two experiments to explore the process of sharing knowledge where ideas were exchanged and / or combined in the activities of bulk student opinion. They find that the business group was more effective than individual efforts in generating more novel and combination of decent ideas.

Third, from the perspective of evolutionary epistemology (Popper, 1978), the ideas can be

refined as knowledge workers reflect collaboratively in the potential and limitations of the ideas in question. Previous studies have investigated ways of collaboration to help ideas more complicated (eg Chen, Chuy, Resendes, Scardamalia, & Bereiter, 2011; Kipp, Bittner, Bretschneider , & Marco in 2014) and the way of elaboration of ideas that can enhance or inhibit creative knowledge work (eg, Kudrowitz & Wallace, 2013; Stark & Perfect 2008; Verhaegen, Vandevenne, Peeters, and Duflou, 2013). For example, Kudrowitz and (2013) study Wallace found that the systematic use of metrics integrate the three attributes (ie, kebaharuan, usability, and feasibility) as a means of elaboration can assist in identifying ideas -ide more innovative.

In the process of improvement of the idea of earning, it is necessary once initial ideas are generated, they must reification (for example, served as a note or message and contribute). Doing so helps transform initial ideas of mental constructs individual to become public property were recorded permanent. this is important because the idea is understood only in one's mind (as the world 2) cannot be treated as a real object for improvements collectively. Furthermore, the level of diversification of ideas and the exchange is a function of how the ideas spawned more ideas and interact and relate to one each other; and the reflection of ideas or elaboration is a function of how to collaborate knowledge and try to increase the value of ideas and deepen their collective understanding of what ideas can or cannot do to address the problems they face. In the optimal situation, an increase of ideas depends on the processes that arise from the generation of ideas, with the diversification of ideas and elaborations serve as two social mechanisms important is closely linked to enable the transformation of initial ideas into more innovative (Chen, Scardamalia, Acosta, Resendes, & KICI , 2013).

ASSESSMENT OF IDEAS AS A RESULT OF IMPROVEMENT IDE

Along with the construction process of knowledge appear, the idea is expected to be converted into the learning tentative results, including (1) the initial ideas that are being generated and contribute individually to the database community, (2) the diversification of ideas made possible through the sharing / exchanging of or associated with the initial idea, to (3) described ideas more refined or modified continuously by means of reflection collaboration between community members, and (4) ideas more promising and valuable

possible from opportunist integrating diverse and elaborated ideas into solutions more decent or coherent account to address the problem. When the idea of the results of change of process improvements that appear to be treated as a material object real world, the possibility for a group of knowledge-building or class to form a complex set of ideas (as recorded in the database) that emulates a community of knowledge or what Popper (1978) called the third world realities.

Through the improvement ideas, as a result of tentative on knowledge-building phase that is different, students are expected to gradually will work more valuable, the idea is feasible. So, the next relevant question to ask is whether business-improvement ideas that ultimately will generate ideas more quality which is beneficial to the community to solve the problem in question. One way to improve the quality of the idea may be to increase the quantity of ideas. As suggested in the study (1953) on the evaluation of ideas Osborn, the idea of quality is more likely to be produced if an adequate number of ideas can be generated first. Put the other , the quantity of ideas is an effective measure of the quality of the idea. However, other studies (eg, Connolly, Jessup, and Valacich, 1990; Graham, 1977; MacCrimmon & Wagner, 1994) also found that the correlation between quality and quantity is often thin or insignificant and some-sometimes even negative. Given this controversy, it would be appropriate to directly measure the quality of the idea itself as a way to assess the results of the improvement ideas in the last stages of construction knowledge. As the world's third object, the idea of working in a community of knowledge-building that has been abstract and recorded in an online database, improvement ideas that can be focused on the identification of progressive ideas more innovative posted on the Forum of Knowledge (ie, whether this idea is able to solve the problem , solve problems, or design better products) (Chen et al., 2013). in particular with regard to product design technology, ideas more innovative is an idea that can make the product more useful in everyday life. For example, , Brown (2009) offers a set of criteria to assess the quality of ideas, using feasibility, feasibility, and desires. Dean, Hender, Rodgers, and Santanen (2006) developed a scale for the evaluation of ideas in which the following criteria are employed, including new things, " the extent to which the original idea "; workability, "the idea can be implemented (feasible) if it can be easily implemented and does not violate constraints note"; relevance, "[an] idea applies to other issues and would effectively solve the problem"; specificity, "the specific idea if obvious (work in detail)" (p. 663). With proper assessment, members of the public will be more likely to eventually produce

valuable ideas and promises and assume responsibility for collaborative improvement ideas for the overall advancement of knowledge in their community (Scardamalia, 2002).

CONCLUSION

The purpose of this study was to know how to improve students understanding methods in order to develop the capacity of students to work together and innovative ideas and to help them develop a better view of the role of ideas for their professional knowledge TEP. Two main thing in this study are: 1) how the student engaged in building knowledge that will help them improve their knowledge of the profession TEP collaboratively in groups in the perspective of live base leaning, 2) how students are more involved in constructing the knowledge to develop a better view to see ideas as objects essential for sustainable knowledge working in the perspective of live base leaning.

Research is very important for students and managers of the Department of Education Technology, State University of Malang. In addition to obtaining optimum benefits to the concept of learning. Student 1) get a strengthening of the concept of learning by focusing on learning capacity. 2) students get the knowledge to do innovative learning model and comfortable; 3) students can also feel the effectiveness of learning from learning model; 4) Students can learn the attitude of learning to live based learning to the learning model. The study learning object is a bridge perspective on pembelajaran yang method using information and communication technology media.

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SOCIAL STUDY LEARNING MODEL DEVELOPMNENT BASED ON SOCIAL INQUIRY TO CREATED SOCIAL CONCERN AMONG ELEMENTARY SCHOOL STUDENT IN BLITAR CITY

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ABSTRACT

This study uses a design development model of Borg and Gall (sukmadinata modification) include : (1) preliminary studies, (2) development of models. (3) model test used a qualitative descriptive approach. Data collection: interviews, literature review, and observations of teaching activity by teacher, distributing questionnaires. The result (1) an social inquiry – based on social study learning model. And alternative learning model that bring student to real learning experience like feeling, proving, rather than memorizing and communicating. (2) studnt learning activities show an improvement of problem solving ability (3) increasing student creativity not only did passive learning activity but also they can observing, comparing, analyzing, identifying, and proving. (4) friendly and fun team work building. The result of the research will be packaged in CD of learning that included social study learning strategies based on social inquiry.

Keywords: learning model, learning activites, social inquiry, character building, social concern.

Social study in curriculum 2006 is the subject of matter that discussing, analyzing the fact, concept and generalization from social problem in civilization from many kind of life aspect. According to it the aim of social study is make student can understand the concept about the real life in civilization and connection with environment, have ability about logical and critical think skill, curiosity, inquiry, problem solving, social interaction skill, team work, and having consciousness about social value and human right.

The social study character above show that the teacher have to make the learning process can be active and innovative for student. But the fact show that social study evaluation result always below the minimum score criteria. According to it meant that the teacher didn't teach the class with right learning strategy. Because of it and according to the research result from Siti Khotimah 2009 "improvement of learning activity and thinking skill through social inquiry in social study at fourth grade of SDN Manuwari, Bangil, Malang. Show that the teacher have less ability to implementating about social inquiry and thinking ability of student isn't active and creative yet. So the learning activity haven't show unsuccessfully. According to result above the researcher want to following up about it result and focused to develop learning model for social ctudy in elementary school based on social inquiry especially in blitar city region.

Joyce (Gulo, 2005) tells about general conditions to started inquiry activity for student, like: (a) social aspect in class and open mind situation to penetrate discussion activity among student. (b) focused on hypothesise test (c) using a fact as evidence and using validity, realiability about fact in learning activity for hypothesise testing.

METHOD

Developed learning model of social study in this research used development model from Borg and Gall (sukmadinata modification) there are three main step according to model above : (1) preliminary study (2) model development (3) model test, information source, data analyzing technic and it instrument, information validations.

In the first step, preliminary study is the first step that being preparation step for model development. In this step includes: (1) literature review, (2) field observation (3) first product formulated. Second step includes: learning model test program, in this step there are two way of development : (a) limited subject test, (b) whole subject test, and the third step is product test to tested about effectivity of it product rather than usual learning model in the school that have been used before.

Information source in this research are student and the teacher among elementary school in sananwetan district in blitar city. That have ability to did implementation learning model based on social inquiry includes : (1) information about many kind of social study learning model in elementary school (2) learning and teaching activities condition in class (3) social study learning model for reach objective of learning that used by teacher.

Information gathering technic that used is field observation, questioner spreading, and documentation activity. And information that gathered will be descriptive and percentage analyzing.

Information that gathered will be analyzing by followed procedure like : (1) information validating (2) tabling and information coding (3) information classification (4) information identification (5) data processing, (6) result decided,(7) information interpretation activity.

According to procedure above will be know about : (1) many kind of social study learning model in elementary school (2) how social study must be done (3) determine right learning method of social study that used and develop by teacher in learning and teaching activities in class.

The result will be validating according to determiner technic in qualitative research, from internal validation there are two way of validation : (1)collaborated checking is kind of validating that doing by two observer to guaranteed the information.(2) perseverance of observer is checking process that doing twice to validated the information.

RESULT AND DISCUSSION
Results

Based on information that found in 16 elementary school as subject of observation it found differentiate result that all of that almost have similarity each other.

In the first step, preliminary study is the first step that being preparation step for model development. In this step includes: (1) literature review, (2) field observation (3) first product formulated, literature review is the discussion activity to study about kind of concept that relevant with the product or model developing.

Result of the research in the first observation and interview from 6 elementary school teacher as limited subject observation, about demand of student interactive to learning process are causing few think below: (1) student didn't have courage to ask their teacher, (2) student didn't have confidently to answer from their teacher question, (3) student show passive learning activity during learning process in the class., (4) demand of example about social character among friend.

According to result above it caused few resistant to understanding the topics of social study to build social concern among character and the teacher. (1) student, the topics is not understanding or less understanding, (2) teacher, when do teaching activity look very passive and monotone, (3) uncertain of learning media (4) the topics is to wide and hard to figure out by student.(5) the lesson topics is not attract student to questioning activity. (6) less of example from teacher about good activity. Rather from teacher (1) the topics only from

text book or student book (2) the teacher didn't want to developing the topic it self (3) teacher have less ability to use media, methods, model of learning to support learning activity in class.(4) teacher only counting on student exercise book.

According to the result from observation activity we can conclude that social concern character building in social study is only from teacher centered and less involved media of learning. During the learning activity teacher only do narrative explanation, giving example to solve the problem in student exercise book, giving task to student from it book, based on that activity student creativity will be restricted and causing learning activity from student will be only write down what their teacher said, and only do the task from the teacher, to know about student learning result from inquiry model from research are writed below.

According to learning activity result after and before observation activity in SDN Karangtengah 1 the teacher didn't use social inquiry learning model for social study is not success yet, it causing the result of learning activity from 10 of 29 student is still below minimum standard value. The average of their value is only 64,9 from it learning activities. It meant that standard score for reach objective of learning only 34,5% from limited standard score that reach score up to 75% . and after teacher implementate social inquiry model of learning the average of student score are increasing. The students that have above limited standard score reach 21 student and the other is keep in below minimum standard score. The student score average are 75,5 from it learning activity. It meant that minimum standard score of the student are reaching 72,4 % and student that not qualified yet is only 27,6 %. From it result we can conclude that after observation activity be done the mostly score of student were increasing above limited score standard.

Based on information about student score after and before observation in SDN Sentul 3 the teacher didn't do social inquiry learning model in social study learning process yet. It result can viewed from limited standard score that reach 75% the student that reach above standard score only 9 students and 21 student else are below standard score. Average score from 30 student of its class are reach 70.00 from it learning activity. It meant that limited standard score of student are only 30%. And after implementation of social inquiry the result of student score showed 26 student are above limited score standar and the others are still below standard score. Score average that student has 84,2. Average of standard score of student are reach 86,67% and and only 13,33 % of them still unqualified.

According to student score after and before observation activity in SDN Plosokerep 1 it show

that the learning activities wasn't do social inquiry model and caused the aim of learning weren't reach yet. It viewed from limited standar score that reach 75% the student that have score above it standard only 6 student and 15 other student still below standard score. The average score among student are only 68,7 and it meant that student standard score are only 70% from limited standar score. And then after enquiry social model being doing the student average score are increasing. It showed that average score of student are 78,62 and standar score of student are reaching 100 % so whole student are above standard score.

Based on information about student score after and before observation held in SDN Sentul 1 we can know that the learning activities wasn't used social inquiry yet so the objective of the learning weren't reach yet. It can show from limited standard score that reach 75% the student are having score above the standard are only 7 student, and the others are in below standard score. Average score of student are 65,7 and it meant that student that qualified only 29,17%. And then after social inquiry learning model held the student are having score above standard score are 17 student and 7 others student still below standard score. And the student score are reach 70,83% while the student that unqualified only 29,17%. It show that the learning activity is successfully.

According to the result after and before observation doing in SDN Bendogerit 1 it can conclude that the learning activities before using social inquiry wasn't success yet. It can showed from the limited standard score that reach 75% student are having score above it number are only 12 students and 22 others students still below limited standard score. Score average of student reach 71,05 and it meant that student that have qualified according to aim standard score are only 35,29%. and then after social inquiry model have be done by teacher the student that have score above limited standard score are 30 student, and 4 others student still below limited standard score. Qualifying score according to it result were reach 88,2% and student that still unqualified only 11,76%.

According to the result after and before observation doing in SDK Santa Maria data it can explain that the learning activity that held before using social inquiry wasn't success yet. It can show from limited standard score that reach 75% student are having score above it standard are only 8 student and the others still below standard score. Score average of student only 66,45 it meant that student are qualifying only 33,4% from limited standard score. While

social inquiry model used by teacher the number of student that having score above standard score are 23 students and the student that unqualified only 1 student. Qualified Standard score reach 96,66% and only 4,66% still unqualified.

Based on less of student creativity and student attractive to join social study learning activity and less of teacher ability to use it model of learning the researcher and the teacher were held collaborated activity to use social inquiry in social study. To intention of increasing activity, creativity of student and student attractive to social study, developing discussion habituate to solve the problem in learning activity, increasing social study learning quality and it will be used on other subject of matter , and also increasing teacher professionalism to do their job. Result of it research are increasing activity, creativity, team work,and happiness when join the social study among teacher and student.

According to data that gathered from field observation and accused to theory and concept about it development the researcher formulated first product draft for development activity. It draft will be checking and validating by researcher team and teacher that have enough experiences about social study. According to first observation result the researcher conclude that from 6 limited subject of the test will be separate tofew classification like good, medium, enough, and less. And whole subject test for the other elementary school in blitar city.

Before it research did among limited subject. Each teacher from the subject were invited to make lesson plan using social inquiry learning model. When the teacher have finished making lesson plan the teacher will try to held teaching activity based on it new lesson plan and the researcher will be evaluated the learning process with observation, documentation and recorded about it learning activity.

According to advices from researcher the teacher will be change the materials or part in lesson plan that have any mistake. The researcher will give validating result for teacher to used as comparison about lesson plan that they made before. After limited test activity held, the researcher will discussed to prepare observation test to whole subject of observation.

Below are the teacher ability in limited subject test about social inquiry development in social study :

First, it show from learning activity that teacher bring picture about kind of rare and protected animal in Indonesia as media of learning to attract student for analyzing about it problem

Second, it show from teacher ability to explain about topic that have been supported by media of learning (rare and protected animal

picture in indonesia) and to penetrate student held inquiry process in group like find where the areas of it animal population and what the name of it animal and will be sticked in picture of Indonesian map.

Third, it show from student inquiry activity to stick the picture in Indonesia map according to where the population area and it held by student team work

Fourth, it show from analyzing from each team about the picture and each team have to make some question about it picture and it question will be change to another question from another team.

Fifth, it show from communicating activity that doing by one of the team group whom will be read the result of discussion in front of the class about the origin of its animal, how to do conservation, how to give concern about nature and wildlife, and how to stop the extinction of it animal kind.

Sixth, it show from student activity to show about Indonesian archipelago, many kind of animals and plants, through song and dance like "sabang sampai merauke"

Benefit of social inquiry from social character building are below: a) Developing student ability to make decision making to solve some problem with objectively and confidently; b) Developing thinking ability includes (observation, read the information, analyzing, etc); c) Through inquiry thinking ability above will be analyzing based on situation or condition that truly being concentrated; d) Guiding wondering attitude and objective – confident thinking, critical thinking in individual or group thinking; e) Developing social concern about social activity or social problem that happened around them.

And the less from it result is the teacher didn't understand yet about social inquiry model and it caused the duration for observation take too long.

Disscussion

Data that gathered from 16 school as subject of it research among the social study teacher in blitar city with classification below. 6 school as limited subject and 10 shool as whole subject. Limited subject test includes SD Karang Tengah 1, SDN Sentul 3, SDN PlosoKerep 1, SDN Bendogerit 1, SDK Santa Maria. And then for whole subject includes SDN Rembang 1, SDN Kauman 3, SDN Bendogerit 2, SDN Gedog 2, SDI Kardina Massa, SDI Kota, SDN PanjenLor 2, SDN Bendo 1, SDN Tanggung 2, SDNSananwetan 3.

Whole Questioner that spreading were gathered and the data presentation about

development of social study learning based on social inquiry in social concern activity contain 5 kind of activity like;

1. Developing social inquiry of social study based on National Education Standard (BSNP) In KTSP curriculum.
2. Social study learning model development based on social inquiry through social concern activity.
3. Developing and formulating lesson plan
4. Developing of learning step in social study learning model based on social inquiry.
5. Teacher perception about social study learning model based on social inquiry.

Based on information gathered about Social study learning model development based on social inquiry according to National Education Standard (BSNP) In KTSP curriculum in limited or whole subject test found as below: (a) function implementation from Social study learning model development based on social inquiry (b) learning activities to implementation objective of learning in Social study learning model development based on social inquiry (c) activity in Social study learning method development based on social inquiry. From kind of factor above it found highest percentage for very good (50%), good category (25%), and enough category (25%) it result show that development program on moral education based on VCT are in enough condition because the percentage between 70% - 84%(marzuki, 1999:27)

According to Social study learning model development based on social inquiry to build social concern about (a) implementation of concern approach (b) implementation of social analyzing approach (c) implementation of character building approach. All of that factor show highest percentage for very good (50%), good category (25%), and enough category (25%) it result show that Social study learning model development based on social inquiry to build social concern are in good condition because the percentage between 70% - 84%(marzuki, 1999:27)

From information about Developing social inquiry of social study based on National Education Standard (BSNP) In KTSP curriculum from 6 respondent show that: (a) implementation of function implementation from Social study learning model development based on social inquiry, 3 respondents has very good category (50%) , 3 respondents has enough category (50%); (b) learning activities to implementation objective of learning in Social study learning model development based on social inquiry, 3 respondent has very good category (50%), 1 respondent have good category (16,67%), 2 respondent has enough category (33,34%); (c) activity in Social study

learning method development based on social inquiry,, 3 respondents has very good category (50%) , 3 respondents has good category (50%).

Based on data about lesson plan making show the result as (a) formulated the objective of learning (b) developing lesson source activity (c) lesson strategic and scenario development (d) class manajement (e) evaluation procedure planning (f) presentating lesson plan document.All of that factor show highest percentage for very good (50%), good category (25%), and enough category (25%). it result show that lesson plan making is in enough condition and placed between 70% - 84% (marzuki, 1999:27)

From information about Social study learning model development based on social inquiry to build social concern as below (a) implementation of concern approach, , 3 respondents has very good category (50%) , 3 respondents has enough category (50%) (b) implementation of social analyzing approach, 4 respondents has very good category (66,67%) , 2 respondents has good category (33,33%) (c) implementation of character building approach,5 respondents has very good category (83,33%) , 1 respondents has enough category (16,67%).

Based on data about lesson plan making show the result as (a) formulated the objective of learning, 4 respondents has very good category (66.67%) , 2 respondents has enough category (33,33%) (b) developing lesson source activity, 2 respondents has very good category (33,33%) , 3 respondents has good category (50%) 1 respondents has very good category (16,67%); (c) lesson strategic and scenario development, 3 respondents has very good category (50%) , 3 respondents has good category (50%) (d) classmanajement, 1 respondents has very good category (16.67%) , 2 respondents has good category (33,33%) 3 respondents has enough category (50%) (e) evaluation procedure planning, 3 respondents has very good category (50%) , 3 respondents has good category (50%) (f) presentating lesson plan document, 3 respondents has very good category (50%) , 3 respondents has good category (50%).

Based on data aboutSocial study learning model development based on social inquiry to elementary student.it show (a) determining about value that will be discussed,5 respondents has very good category (83,34%) , 1 respondents has good category (16,67%); (b) determining about relevan activity, 1 respondents has very good category (16,67%), 5 respondents has good category (83,34%); (c) problem concern activity, 3 respondents has

very good category (50%) , 3 respondents has good category (50%); (d) searching and finding concern object, 3 respondents has very good category (50%) , 3 respondents has good category (50%); (e) social concern analyzing, 3 respondents has very good category (50%) , 3 respondents has enough category (50%), (f) determining the reason about social concern activity, 3 respondents has very good category (50%) , 3 respondents has good category (50%).

According to data analizing about teacher perceptionaboutSocial study learning model development based on social inquiry, it found (a) social inquiry understanding, 3 respondents has very good category (50%) , 3 respondents has enough category (50%); (b) learning step development in social inquiry, 5 respondents has very good category (83,34%) , 1 respondents has enough category (16,66%); (c) social inquiry socialization, 3 respondents has very good category (50%) , 3 respondents has enough category (50%); (d) demand of guidance book for social inquiry learning process, 3 respondents has very good category (50%) , 3 respondents has enough category (50%),

In this case almost all the teacher perception are needed the tutorial book for social inquiry learning model in social study to held character building for student about social concern

CONCLUSION AND RECOMMEDATION
Conclusion

Based on the problem, aim, and result of the research and the discussion result it can conclude that the observation have few result as below : lesson plan of Social study learning model development based on social inquiry, model and strategy of social study based on social inquiry that have validation and have ability to implementation activity in the class. All of the result which have been not detailed above will be recorded in CD of learning and teacher guidance book that contributed to the real implementation of Social study learning model development based on social inquiryand to reach an objective or learning itself.

Recommendation

The result of the research show that all the model of learning strategi in elementary school developing program are valid as theoretic aspect and can put into practice in learning process and effectively reached to aim of study. So it advised to the teacher in elementary school to have ability for implementation strategic model on this research in the teaching and learning process at school. Especially for integrated curriculum learning process.

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MAPPING OF STUDENT COLLEGE PERCEPTION AND EXPECTATION ON FUTURE CAREER

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ABSTRACT

This research aims at: 1) mapping of student college perception, 2) mapping of college student expectation on department, 3) finding out the differences of college student perception and expectation. This research uses descriptive comparative method. The population of this research is students of AP FIP UM and MP FIP UNESA. The number of sample is 248 respondents from 2012-2015 generation. Data is taken using questionnaire. The results are: 1) perception of college students to department is good, 2) expectation of college student is very high. 3) Based on university and gender group variable, perception and expectation of students there are similarities. However based on the academic year, college student's expectation is not the same. Based on university and gender group variable, perception and expectation of students there are similarities. However based on the academic year, expectation of student college is not the same.

Keywords: mapping, perception, expectation, future career.

Human resources is nation asset. BPPK (2016) Theodore, W.Schultz presentation of article entitling Investment in Human Capital in 1960 in front of economic experts and officials of *American Economic Association* is the founding father of *human capital concept*. Fattah (2004), in viewing human capital concept stated that basically human is a form of capital. Human as a human capital is reflected in the form of knowledge, idea, creativity, skill and productivity. Not similar with other capital objected as *tools*, human capital may invests themselves in the form of several human resources investment, such as formal education, informal education, working experience, healthy, nutrition and transmigration. Ancok (in BPPK, 2016) stated that human capital is regarded as a very important component in organization. Human with all capabilities will result in awesome performance if they are explored maximally. The followings are six components of human capital: (1) intellectual; (2) emotional; (3) social; (4) consistency, (5) moral; and (6) healthy capitals.

Human resources existence is the most important component of people life prosperity. It needs education to reach prosperity. Education has very important role in life because it becomes a long life investment which can be regarded as economic commodity. Someone education can be measured by skill and knowledge that can be valued from economic value side.

Someone who succeeded in education doesn't mean that they will succeed in post-education. Basically, education is expected to give refund in the form of successfulness in achieving dream which can be realized by the development of working field that in last will produce prosperity. Prosperity will not be achieved easily. It needs patience and consistency so that it will not create jobless generation.

Indonesia is regarded as a nation which reaches successfulness in improving education. Knowledge understanding improves significantly, which can be seen from the high number of higher education delivering their output. Unfortunately, not all higher education graduates are accepted by working field. It is expected that they can enter formal sector and develop future career. Kompasiana (2014) stated that career is defined as all kinds of job, whether it earns money or not. Career is also defined as learning process and roles of human life. Career is related to any jobs of earning money and belongs to a single job. Career is viewed as learning process and simultaneously self-development. According to Pekerti (2008), factors influencing career are culture, discrimination, subjective, careers, Confucian values and family business structure.

A study conducted by Jannah (2006) found that self-concept and social support influences future career anxiety, but self-concept influences more on career anxiety. Based on first minor hypothesis it is found that self-concept influence future career anxiety, meaning that this hypothesis is accepted. It can be assumed that the higher the self-concept, the lower the career anxiety. In contrast, the lower the self-concept, the lower the career anxiety. Based on second minor hypothesis it is found that social support doesn't influence future career anxiety. It means that the second hypothesis is rejected.

Due to the imbalance of graduate number and job field, educated jobless is resulted, and it is a new task for this nation. Based on survey from BBC on July 2009, educated jobless level in Indonesia is 8.25% (Wikipedia, 2013). In 2016, however, the jobless in Indonesia fell down (BPPS, 2016). The Head of BPS (Statistical Centre Organization), Suryamin, said that open jobless in February 2016 is 7.02 million (5.5%). This number, nevertheless, fell down compared to February 2015 which was about 7.45 million (5.81%). The jobless percentage of primary school graduates and below also fell down, from 3.61% to 3.44%. The highest jobless number is from the graduate of vocational schools, from 9.05% to 9.84%.

Jobless is defined as a group of working generation who wants to get job but they have not got job yet (Supriatna, 2007: 293). Educated jobless, therefore, is a graduation from higher education, both public and private, who has not got job yet. Educated jobless usually comes from middle to top community, in which they have opportunity to earn live while they are jobless. Educated jobless relates mostly to educational problems in developing countries. The problems usually consist of educational quality, teacher preparation, facilities, and lack of working field that eventually give effects to social and educational existence in community way of view.

A research conducted by Lestari (2014) suggested that from total number 196 university 56 students, 47 belongs to high category, 142 in middle category and 2 students belong to low category. Categorized from aspects of knowledge, attitude/behavior and skill during educational stage, job field and type, job income and location, it is suggested that 142 students high expectation, and 54 in middle expectation. 131 students run into educational sector and 65 students in non-educational. There is also difference on students perception based on generation era and parents income variables. There is no difference on students perception based on sex, parents education and occupation variables.

Higher education should deliver graduates who are categorized into jobseeker, but as entrepreneur who has high skill, knowledge, concept and strategy that it leads them into successfulness in the future (Hendro, 2002). Entrepreneurship is an alternative to reduce educated jobless. According to Zhang (2014), Establishment of Enterprise Education System for Undergraduates in Universities: 1) Improving students' cognition on entrepreneurship, 2) Adjusting teachers' educational philosophy, 3) Carrying out various forms of entrepreneurship courses and trainings, 4) Flexible team learning can be carried out, and 5) The attention from universities and schools to students' entrepreneurship should be enhanced.

Every college student is important to have perceptions and high expectations towards the future career. Wursanto (2005) and Mansoer (1989) argues perception is the process of organizing the provision of meaning/sensory impressions translate/interpret the message by a person on the environment.

Expectation is something that (can) be expected, the desire to become a reality (Indonesia Dictionary/Kamus Besar Bahasa Indonesia, 2016). Expectation someone depends on a person's background, experience, education, knowledge, environment, and the ability of each individual.

METHODS

This research uses quantitative approach with comparative descriptive design. Research object is students of Educational Administration Department, Faculty of Educational Science Malang State University (AP FIP UM) and Educational Management, Faculty of Educational Science Surabaya State University (MP FIP UNESA), from 2012 – 2015 generation. The number of students is 248, consisting of 138 and 110 from students of AP FIP UM and MP FIP UNESA, respectively. Research sample is taken based on KrejcieTable, in which it is taken using *Proportionte Random Sampling* based on students' generation. From the population of 743 students based on Robert Krejcie and Daryle W. Morgan formula, the researcher got 248 students sample. Data collecting technique is questionnaire. The data is analyzed using SPSS for Windows, cross tabulation descriptive and t-test technique.

RESULT AND DISCUSSION
Result

The result of data analysis suggests that there are 248 respondents from two universities, Malang State University and Surabaya State University. There are 138 students from AP FIP UM department, consisting of 30 male and 108 female students, and 110 from MP FIP UNESA, consisting of 19 male and 91 female students. Based on the generation year of AP FIP UM students, there are 32, 35, 35 and 36 students from academic year 2012, 2013, 2014 and 2015, respectively. For MP FIP UNESA, there are 27, 27, 29 and 27 students from academic year 2012, 2013, 2014 and 2015, respectively.

Students' perception category to department, both AP FIP UM and MP FIP UNESA, is categorized into high (158 or 63.7%), very high 84 (33.9%), moderat 6 (2.4%), low 0 (0%). Students'

perception category to department can be seen in Table 1.

Table 1. Students' Perception Category to Department

	Frequancy	Percent	Valid Percent	Cumulative Percent
Valid Low	0	0	0	0
Moderat	6	2,4	2,4	2,4
High	158	63,7	63,7	66,1
Very High	84	33,9	33,9	100,0
Total	248	100,0	100,0	

Results of cross tabulation on students' perceptions of the UM Department of AP and MP FIP FIP UNESA can be seen in Table 2.

Table 2. Results of Cross Tabulation on Students' Perceptions

	Category Perception			Total
	Moderat	High	Very High	
UM	3	87	48	138
UNESA	3	71	36	110
Total	6	158	84	248

For students expectation, the categorization is very high (192 or 77.4%), high 54 (21.8%) and average 2 (0.8%). Students expectation can be seen in Table 3.

Table 3. Category of Students' Expectation

	Frequancy	Percent	Valid Percent	Cumulative Percent
Valid Low	0	0	0	0
Moderat	2	0,8	0,8	0,8
High	54	21,8	21,8	22,6
Very High	192	77,4	77,4	100,0
Total	248	100,0	100,0	

Results of cross tabulation on students' expectation of the UM Department of AP and MP FIP FIP UNESA can be seen in Table 4.

Table 4. Results of Cross Tabulation on Students' Expectation

	Category Expectation			Total
	Moderat	High	Very High	
UM	1	23	114	138
UNESA	1	31	78	110
Total	2	54	192	248

Different-test analysis based on university between AP FIP UM and MP FIP UNESA, Perception of college students get Asymp.Sig (2-tailed) of 0,952> 0,05 means Ho is accepted. This means that there is no difference between the perception of UM students with MP AP FIP FIP UNESA. Expectation of college students get Asymp.Sig (2-tailed) of 0,202> 0,05 means Ho is accepted. This means that there is no difference between the perception of UM students with MP AP FIP FIP UNESA.

The results of different test analysis on the perception of students by gender between students and MP FIP FIP UM UNESA, get Asymp.Sig (2-tailed) of 0,095> 0,05 means Ho is accepted. This means that there is no difference between the perception of UM students with MP AP FIP FIP UNESA based of gender. The results of different test analysis on the expectation of students by gender between students and MP FIP FIP UM UNESA, get Asymp.Sig (2-tailed) of 0.202> 0.05 means Ho is accepted. This means that there is no difference between the expectation of UM students with MP AP FIP FIP UNESA based of gender.

The results of different test analysis on the perseption of students by Academic Year between students and MP FIP FIP UM UNESA, get Asymp.Sig (2-tailed) of 0,348> 0,05 means Ho is accepted. This means that there is no difference between the perception of UM students with MP AP FIP FIP UNESA based of academic year. The results of different test analysis on the expection of students by student level between students and MP FIP FIP UM UNESA, get Asymp.Sig (2-tailed) of 0,010> 0,05 means H1 is accepted. This means that there is difference between the expection of UM students with MP AP FIP FIP UNESA based of Academic Year.

Table 5. Different-test Analysis Result based on University, Sex and Academic Year

No	Grouping Variable	Differentiation	Asymp.sig (2-tailed)	Note
1	University	Students' Perception	0.952	H0 accepted
		Students' Expectation	0.202	H0 accepted
2.	Gender	Students' Perception	0,095	H0 accepted
		Students' Expectation	0,202	H0 accepted
3.	Academic Year	Students' Perception	0,348	H0 accepted
		Students' Expectation	0,010	H1 accepted

Discussion

Based on the research results the college students perceptions is high katogori. Perceptions are formed through a gradual process, there are factors that affect the perception. Siagian (2004) and Robbins (2003) in general, there are three factors that influence a person's perception, among others: (1) Of the people who shape perception itself. If someone saw something and tried to give the interpretation of what he saw, people are influenced by the individual characteristics that helped influence such attitudes, motives, interests, interests, experiences and expectations. (2) object of perceptions. Object of perception can be a person, object or event. The properties of the target (movement, sound, size, behavior and other characteristics) of the target perceptions also determine the way people see it. And (3) factors of the situation. Perception must be contextually meaningful in situations where the perception that arise need to get attention. The situation is a factor that contributed to the growth of a person's perception. It can be concluded that the perception is influenced by one's personal, goals, and situation.

Perception to produce a thought, pass through a process certain stages. Perception is essentially an observation through the sensing of an object, then forwarded by the sensory nerves to the brain. In the brain, the results of these observations are processed consciously, so that the individual concerned may be aware of and give meaning to the object being observed in accordance with attention, needs, system of values, and personality characteristics. The stages include: 1) The first stage with respect to the stimulus. Stimulus arrested sensory nerve is affected by certain conditions, such as individual attention, a factor the stimulus itself,

motivational, and individual experience. These factors determine whether the stimulus is received or not. 2) When people prepare to receive a stimulus, stimulus all the time come up with a value to the individual. Whether the stimulus is a scary thing or a thing that attracts attention and so on. Values for individual stimulus actually directs the individual to the object of perception, which means according to the individual expectations. 3) Establishment of perception, this stage is determined by the function of the receptor organ (receiver) and the characteristics of the projection area. In other words, the formation of this perception is closely related to physiological function. This function is developed in accordance with the pattern of growth and development of the individual. 4) The length of time between the receipt of stimulus stimulus for formation of shadows on the projection area of the brain tissue. The length of time can be measured by looking at the high and low sensitivity and equality stimulus functions in the projection area to outside stimulus. 5) consolidation phase shadows stimulus, at this stage there is an understanding of the sensory nerve stimulus received. Meanings of the stimulus occurs after people perform a selection of some stimulus. A stimulus that comes with a certain value for the individual to be responded to and given meaning. The stimulus meaning given in accordance with the structure of its cognition.

Category expectation based on analysis result of data is very high. It is claimed that the student has Expectation to the university for realize their desire become a reality in the future is very high. It will support survey result from BBC News stating that educated jobless in Indonesia will improve year by year. To realize their parents' expectation as civil servant, most students compete hardly.

A research on career choice by university students (Widyasari, 2010) suggests: 1) there are students' perception differences on career choice based on salary, professional training, professional admiration, social values, working environment, job market consideration; 2) there is no students' perception difference based on personality factor. Keseger (2013) suggests that career development and self-efficacy in unity has significant influence on worker performance, but when the two factors are separated, the influence is different. Career development influences significantly on worker performance, while self-efficacy has no significant influence.

Hendro (2002), therefore, states that university should prepare students with skill, knowledge, concept, and strategy in entrepreneurship so that they may have bright career in the future. Wyness, Jones &Klapper (2015) in their study proposes three ways in which

sustainability might be more meaningfully integrated into entrepreneurship programs. First, the QAA (2012) guidelines for enterprise and entrepreneurship need to be reconsidered to encapsulate the sustainability agenda. Second, for entrepreneurship educators to reconsider their pedagogical approaches to encapsulate system thinking as more holistic educational perspective. Finally, the authors call for entrepreneurship educators to revise their programs to embed the core facets of social, environmental, economic and more recently ethical sustainability, originality/value. The study offers a novel insight into entrepreneurship educators attitude to sustainability and their approach to it within their curricula.

A person who has design on their future has the following characteristics: 1) more meaningful life, 2) higher level of happiness, 3) better academic performance, 4) less problem in school, 5) higher participation in school, 6) higher sense of belonging, 7) lower depression level, 8) lower risky behavior (sexual relationship in early age; pregnancy or to be the cause of pregnancy; smoking, drug, alcohol; crime, and others), 9) more positive view to ethnic. A study on future plan and career destination suggests that 49% students in USA has career destination in the future, and 51% does not have. The details are as follows 1) graduating from senior high school or getting good score (4%), 2) continuing study in university but no specific purposes (10%), 3) specific career that can be reached if they get degree from university (7%), 4) specific career without having degree from university (14%), 5) career in entertainment or sport sector (4%), 6) not certain or not knowing (7%), and 7) no answer or answering but outside the career (44%) (Mendatu, 2014).

Study from Hulukati (2014) suggests that there is a perfect correlation between career guidance and students' self-efficacy of second year of SMK Negeri 1 Gorontalo students in choosing their study, in which it is shown by xyr price = 1000. By determining cooeficient = 1000 (100%) it shows that 100% variation in students' self-efficacy in choosing their study is explained by career guidance.

Students' perception to department or study field is high, and students' expectation after graduating from university is very high. It is in correlation with study result conductedby Lestari (2014). It suggests that from 196 university students, 47 belongs to high perception category, 142 belongs to middle perception category, and 2 has low perception. Expectation to knowledge, attitude/behavior

and skill during studying in university, working sector, type of job and working location shows that from 196 students, 142 has high expectation and 54 in the middle.

CONCLUTION

Based on the study, it is concluded: 1) perception of college students to department is good, 2) expectation of college student is very high. 3) Based group variable on university, gender, and academic year , perception of college students there are similarities. Based on university and gender, expectation of college student there are similarities. But, Based of academic year, student college expectation is not the same.

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THINKING HISTORICALLY WITH DOCUMENTS: SOME PROPOSED INSTRUCTIONAL STRATEGIES TO TEACH SOURCING

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ABSTRACT

It is important that students develop and use appropriate historical thinking skills in the classroom. One of the historical thinking components is the sourcing component. The students are asked to analyze, evaluate, and infer historical sources. The purpose of using historical documents in the classroom is to make the students read and think like historians. In this context, this article focuses on the use of primary source documents to teach historical thinking to SMA Students. The implementation of the sourcing instructional strategies requiring students to think like a historian strategy is presented too. I present some instructional strategies to teach the historical thinking skill

Keywords*: historical thinking, primary source, document, source materials.*

Primary sources are now more readily available in much larger numbers through the internet. The quality and breadth of available sources has been increasing. The sources may include historical texts, narratives, or artifacts. Many collections also offer teachers guides on how to utilize documents within their classroom. The sources also offer many research possibilities for students. Primary sources are similar to the "raw material" that historians use to write about the past. Primary sources reflect the first-hand experiences and perspectives of people who lived in the past. Primary sources can be used to convey information about the past and provide insights into the thoughts and experiences of those who lived in an earlier time. It is widely believed that when teachers use primary source documents, students are more likely to engage in the process of historical analysis. Primary sources are different from books that are written by authors and published for sale in bookstores. Researchers use primary sources to write books, which are secondary sources.

Students learn that reading primary document differs from reading textbooks only in the particular questions they are expected to answer. But the goal-reading comprehension-remains the same (Neumann, 2010). Reading and thinking about primary sources should allow the students to come to their own conclusions about events and issues in the past. History textbooks was written by historians who used primary sources to conclusions about events and issues in the past. If the students want to challenge what they say, the students could use primary sources to get back to original events and perspectives in the past. Then, they could use the primary sources to come to their own conclusions. Using primary sources also shows us that there are multiple and sometimes different perspectives on the past. For those reasons, I would like to present the essence of what we call primary source document, heuristics and propose some instructional strategies.

DISCUSSION
Primary Source Document

Teachers are increasingly urged to include primary documents—records or evidence of the past created in the past—in their teaching of history and social studies (Sandwell, tt). Primary documents have clear advantages over textbook accounts. Historical documents such as diaries, photographs, letters, and even house-by-house census manuscripts provide personal points of entry into history. They can offer eye opening perspectives for students who believe that history is impersonal and therefore irrelevant to their lives. Criminal trials, inquests, and newspapers offer a sense of immediacy about the past, providing students with a window on history that is more urgent and interesting than textbook histories. However, the usefulness of primary documents is not limited to their ability to entertain students. Initially engaged by the immediacy or personal nature of primary documents, many teachers use primary sources as a "hook" to draw students into historical thinking. In the process of thinking critically about these documents, students develop a deeper understanding of the content—the larger events, themes, and issues of history—in meaningful ways that are likely to be remembered beyond the final exam. Students who learn to use primary documents effectively learn how to "do" history like historians, interpreting evidence to piece together a narrative of historical explanation

and to make richer sense of the everyday world around them.

Despite these advantages, their potential is not always realized for at least three reasons: difficulties in finding useful documents, challenges in using documents to advance an already crowded curriculum, uncertainty about how to teach students to analyze them critically.

Primary documents are those records created in the past, at or close to the time under study, that have survived into the present. Historians have traditionally used a wide variety of written records, from personal diaries created by a child to statistical records kept by government departments, as the foundation for their historical investigations. More recently, historians have been drawing on non-document records, including photographs, moving pictures, the spoken word, and even architectural plans or botanical (plant) inventories to find clues about how people lived in the past. All of these primary documents are, in an important sense, the "raw materials" that historians work with as they attempt to figure out what happened in the past, and what it means to us in the present.

Ultimately, primary documents are our sole sources of evidence about the past. But what they reveal depends on the questions that historians ask. For example, statistics about factory wages in Canada in 1914 might be used by a historian to prove any number of conclusions, including the following: women were paid less than men, the economy in Canada was in a slump in that year, Montreal was the leading manufacturing Centre in Canada in the pre-war years, the Canadian government was more interested in factory work (since it collected these kinds of statistics) than it was in child-raising practices (about which few statistics were collected).

When attacking the documents, we have limitations. Since the past must be understood through the medium of the sources, the truth is elusive at best. Only a portion of past events were observed and a portion of them remembered; still less was recorded and not all of the written record has survived to be used by the scholar. What the student works with may be distorted as well as incomplete, both factors which militate against the making of extravagant claims based upon any given piece of evidence. In the words of E. H. Carr, "no document can tell us more than what the author of the document thought--what he thought had happened, what he thought ought to happen or would happen, or perhaps only what he wanted others to think he thought, or even only what he himself thought he thought.

Heuristics

Historians discover knowledge by three heuristics: sourcing, contextualizing and corroborating. Historians sought out and evaluated the source of a document and used this source information to influence their interpretation of the document content (a sourcing heuristics). In this sourcing heuristics, historians search for the historical attribution before reading the document. They also tended to develop hypotheses based on sources before the actual reading of the documents. Historians also attempt to situate the events in an accurate spatial-temporal context (a contextualization heuristics). In this contextualization heuristics, historians place a document within the parameters of space and time. They construct timelines and geographic reference points from direct evidence contained in the documents and by drawing inferences. Historians compared content across documents systematically and were therefore able to identify discrepancies (a corroboration heuristics).

Sourcing. Evaluation of source information depends on initially identifying critical features of the sources. Historians evaluate the author of the document, including statements about the author's position, motivation, or participation, or an evaluation of the author in general. Position is a reference to an author's occupation, profession, or credentials. This is important because it indicates the author's educational training, affiliation with an organization or institution, and status as an authority. Motivation is a possible reason why the author may have written the document. Author motives are usually not explicitly mentioned and therefore the reader must infer them from knowledge aout the author or the type of document. Identifying possible motives is important for explaining why specific events or facts are mentioned whereas others are omitted, as well as for explaining why different persons and events are portray as they are. Participation is an indication that the author was (or was not) a participant in the activities described. It is about how the author came to know the information described, such as direct experience, scholarly research, newspaper, investigations, or fictional invention. Author evaluation is statement in which historians state their own opinion of the author.

Justification refers not to author characteristics but to characteristics of the documents: date and document type. Date is an explicit mention of the time period in which the document was written. Date is important because it helps to indicate how much information the writer could access and how accurate an account of the events from memory might be. Also, the author's perspective might be influenced by the time period

in which the document was written. Document type is a reference to the form of the document such as textbook, autobiography, treaty, scholarly book, or sworn disposition. The type of document can provide information whether it is a record without interpretation, interpretation evaluated by informed peers, a concise overview or summary of agreed-upon information, or mere entertainment. Finally, a document evaluations a statement of the historian's opinions of the document type.

A document is quite meaningless until the historian deciphers it through a thought process that screens for motivation, bias, intent, and context. The first insight gained by the student involves the realization that an effective assessment of a piece of evidence can only be made against an informed background. Recognizing that a historical document does not exist in a vacuum, therefore, he/she inquires into the events surrounding the piece of evidence under consideration. The ability to understand human behavior in its original setting by putting oneself "in the place of other individuals of other times and to interpret documents...with their eyes, standards, and sympathies" may be thought of as "historical-mindedness. Historical perspective is achieved when the "angle of view of participants is somehow brought into effective contrast with the quite different angle of view of today's observer.

Contextualization. Contextualization is the heuristic of attending to a detailed sequence of events in time and space when reconstructing the events from documents. The historians analyze the document and simulate the stated events to test hypotheses of plausible scenarios and reject other models as implausible. This requires the reader to go beyond the actual words stated in the document and therefore requires extensive knowledge and experience. There are six categories of the historian statements that reflect the contextualization heuristic. These categories include spatiotemporal, social-rhetorical, biographic, historiographic, linguistic and analogical comments. For example, source features such as a document's date could be used to construct an accurate event timeline as well as to interpret the particular linguistic context of phrases based on their usage in the period when written. Similarly, focusing on author motivation could help the reader create a social-rhetorical context to evaluate and interpret content.

Historical-mindedness leads directly to an appreciation of the fact that context is crucial to accurate interpretation of the evidence. The meaning of a document cannot be divorced

from "its own contemporary history." A critical element of historical thinking thus involves "the responsible use of evidence to fill out for the episode in question its place both in relevant developments down through time and in the context of its own time. "As he/she examines a primary source, the student is encouraged to ask: where does this document fit into the broader socio-economic-political-cultural environment of the era from which it is drawn?

A concern for context also necessitates an exploration of the background of the witness those writings are under consideration in the classroom. The student must be cautioned against an uncritical assumption that first hand material is always more reliable: the notion that a primary source is by definition objective. Discussion should instead stress the reality that "primary sources, produced in the heat of the moment, are automatically biased" and are to be used with "discriminating judgment" in order that the analyst arrive "a closer approximation of the truth." Indeed, critical examination of a document may aid the student in recognizing "the sources of bias in himself and his contemporaries no less than among the personages of history}."

Corroboration. Corroboration is the general skill of checking facts or investigations from a particular document against other, independent sources. Corroboration involves directly comparing the information from the various sources to identify which important statements are agreed on, which are uniquely mentioned and which are discrepant. It enables historians to differently weight the credibility of the information presented in a document. One's confidence in a document's credibility can be bolstered by the accumulations of corroborated information (i.e: information in agreement with other texts). Thus, when historians find a fact that another author mentioned, they can have more confidence in the accuracy of that information.

There are three types of uncorroborated information: unique, contradicted, and incomplete. First, a document may present unique information not presented by other documents. No single document will provide all possible details and causal explanations for the described situation. Unique information is helpful because it allows the historian to fill in a more complete set of events and motives. Unique information, however, also places a burden on the reader to hold that information on tentative until corroboration has been obtained. Second, a document may present information that contradicts information from other sources. The process of corroborating information against other texts allows the reader to identify such discrepancies. In this case, rather tan merely marking the information as tentative, the reader

must resolve the discrepancies and attempt to investigate the cause of the discrepancies to determine the extent to which an author is being deceptive or purposefully misleading. Finally, a document may present an incomplete version of the story by omitting important, generally agreed upon facts. This may lead the reader to question the credibility of the source in general.

Some Proposed Instructional Strategies
The Atomic Bomb

This project was completed by students (Anderson, 2013). They chose to research the creation and use of the atomic bomb at the end of World War II. They are asked to analyze and interpret. When doing historical analysis and interpretation, it requires them to go beyond the simple statement of facts by creating a narrative supported by historical evidence. Through this process they recognize that there may not be a simple answer toa question, but multiple interpretations. They struggle to look past the statement of facts to create an interpretative story of the past.

There are many perspectives from which to approach the topic. They discover a number of primary sources from Robert Oppenheim, Harry Truman, and Albert Einstein. These sources focus on the development and motivations to use the bomb. These sources are ripe for interpretation and could be viewed differently by the individual.

When interpreting, they have focused on stating the facts surrounding the event to create their final narrative for their project. They have interpretation that the American reactions to the use of the bomb: Americans are very happy and the war was going to win soon. They have also focus their attention on identifying the important individuals involved in the development of the bomb, the events leading up to the use of the bomb, important dates surrounding the event, and the important facts about the dropping of the bomb such as the cities, name of the plane and bombs, and the number of dead.

They could recognize the controversy and ethical dilemma faced by those involved in the bomb's creation and use. It demonstrates that they can identify a number of different perspectives. They can transform the information into their own unique interpretation of the event.

English Colony in America

The essential Question is "How can we understand contact, cooperation, and conflict between Native Americans, Africans, and European colonists in the colonial era"?

There are some important terms that the students should understand. (1) Bias, a prejudice; an inclination or tendency of temperament or outlook. Bias is evident in both primary and secondary sources. (2) facts Vs interpretations, —in historical writing, facts include information that is not under dispute, such as what happened, who was involved, and when an event occurred. Interpretations explain how or why something happened. (3) Perspective, —it is a point of view. (4) Primary Source—materials that have survived the past. Examples include—but are not limited to—letters, photographs, buildings, or articles of clothing. (5) Secondary Source—accounts of the past created by people writing about events after they happened. Interpretations of the historical record (primary and secondary sources.)

The students must distinguish primary from secondary sources. The table below lists several sources that a student might use for a research project on religion in early America. Please determine whether each document is a primary or secondary source, then, briefly explain your choice.

Source	Primary or Secondary Source?	Briefly explain your answer
1. Slave spirituals		
2. U.S. history textbook		
3. Documentary film on the First Great Awakening		
4. Wood engraving of a Quaker meeting from 1710		
6. Petitions of Accused witches from Salem witch trial in 1692		
7. Native Californian ceremonial baskets from the early 18th century		

The students must differentiate between facts and interpretations. Historians create stories that explain the past. They need to describe the facts—that is, what happened in the past as well who participated and where events occurred. But historians must also interpret how and why events or changes happened. History is therefore not just a recitation of facts. Rather, secondary sources offer readers a combination of facts and interpretations: (1) A fact indicates what happened, who was involved, and when it occurred (for example, the American colonies declared independence from Britain in 1776). (2) An interpretation explains how or why something happened (for example, colonists declared independence *because* they objected to British taxes, *because* they wanted to expand West, etc…) A good way to detect an interpretation is to consider whether you can think of a

counterargument (that is, an explanation that would argue the opposite).

The table below lists both facts and interpretations that a teacher researching the New World might find in either a primary or a secondary source. As you read each sentence, (1) Circle the word(s) or phrase that you think is most important, (2) Decide whether each sentence is a fact or an interpretation, (3) Fact: is the sentence only telling you what, who, when?, (4) Interpretation: is the sentence telling you how or why? And (5) Very briefly, explain your answer.

Research Finding:	Key Words:	Fact or Interpretation?	Briefly explain your answer.
1. English colonists established the settlement at Jamestown in 1607.	*established*	*fact*	This sentence explains what happened (settlement) and when (1607)
2. European colonists gained control of the New World through conquest.			
3. Race-based slavery was introduced to the British colonies in about 1619 and became institutionalized over the course of the 17th century.			
4. The period between 1492 and 1750 should be understood as a process of mutual discovery, not conquest.			

Perspective

We all know that two people can have a different view of the same event. The table below lists three types of people who might have lived in Virginia during the 17th century. Write a sentence or two explaining what the "New World" meant to each person. How might an Algonquin Indian chief, an African-born female slave, and a male English colonist have a different perspective (or point of view on the New World?)

Identity	Perspective on the New World
Algonquin Indian Chief	
English colonist	
African-born female slave	

Bias

A bias is a prejudice or a tendency to see something in a particular way. As you saw in the previous exercise, the discovery of the New World held different meanings to different groups of people. When historians conduct research, they often find that their sources disagree with one another. Sources have a bias: an opinion about whether something is good or bad that influences how a person or culture believes something should be dealt with. Factors like a person's race, class, gender, age,

or regional locale can create a bias and influence a person's account of events. Therefore, historians need to look at sources carefully and ask critical questions about them. The 6Cs offers one method of analysis.

The Slavery

This lesson puts equal emphasis on the history of the Trans-Atlantic Slave Trade and on the craft of forming historical arguments. Students are asked to read recent work from a leading historian of slavery. The author clearly presents a slave trade set against different and competing economies, nations, and technologies, but he draws on little primary source material, opening the door for students to locate opportunities to plug in original research they can do with the database. Then the class is prepared to have a productive discussion about what kinds of claims are harder to defend than others and why some types of evidence are more convincing than others.

The students will be able to use inductive reasoning to evaluate historical arguments, draw conclusions about the strength of different types of historical evidence, and develop a deeper understanding of the slave trade as terrain contested by diverse groups within the populations of Africa, Europe, and the Americas with different outcomes in different regions and at different times

Activities/Procedures will be as follow: (1) Assign students chapter 5, "The Atlantic Slave System: Brazil and the Caribbean," from David Brion Davis's Inhuman Bondage: The Rise and Fall of Slavery in the New World. Tell them to pay close attention to his overview of the chronology and fluctuation in strength of the colonial presence in the western hemisphere. (2) Have them independently (as homework or in class) take notes on the changes in the slave trade. Alternately (or in addition), the class could make a timeline charting the fluctuations of colonial involvement in the slave trade. (3) Divide the class into pairs and tell them to design questions to test Davis's narrative. For instance, Davis writes on page 103, "In the mid-to-late 1500s the Portuguese gradually transferred the system of sugar plantations worked by slaves from their Atlantic islands such as Madeira, São Tomé, and Principe to northeastern Brazil." Students might phrase a correlated question, "Do fewer Portuguese slave ships land in those islands ports and more arrive in Brazil in 1600 than in 1550?" (4) Have the students look at search options on the database and design search queries based on the questions they came up with. (5) As the student conduct these searches, they should record their findings in journals, noting not only where the search results correspond to or contradict Davis's story, but also the different types of search queries they used to investigate each claim Davis makes,

and places where they had difficulty deciding on an effective search.

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METHOD CONTENT LECTURES STRENGTHENING ENTREPRENEURSHIP IN THINKING AND ACTING

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ABSTRACT

Department of Educational Technology (TEP) Faculty of Education (FIP) University of Malang (UM) need to adopt a charge of entrepreneurial learning in the eyes of college. The development of these learning needs to be done to improve the ability of students in entrepreneurship by strengthening belived themselves in thought and action by using. teaching model developed for the course Development of Audio Radio learning is based on the idea Ausubel about the lecture material, cognitive structure, receptions active learning, and advance organizer who skewering and reliable.

Keywords: lectures, entrepreneurship, thinking, action.

The curriculum structure Technology Department of Education (TEP) Faculty of Education (FIP) University of Malang (UM) need to adopt a charge of entrepreneurial learning in matakuliah. This is because the number of matakuliah mandatory 1 3 6 credits and matakuliah selection of 12 credits. Matakuliah required 136 credits consist of six components , namely MPK, MKF, MKK, MKB, MBB (including MPKKN), and MPB and matakuliah 12 credits selection of components is MKB 2. With the number of these entrepreneurial matakuliah may not be included in the curriculum of lectures UM Department of TEP FIP. the total number of 148 credits a course load that fall bazaar and close to maximum for the size of S-1. So for now, it takes courage to integrate entrepreneurship into existing matakuliah.

Ability student of TEP FIP UM in 2010 to 2011 in the field of entrepreneurship is still relatively minimal. In 2010 indicators taken from the " List Title Proposal for participants Entrepreneurship Program, State University of Malang Year 2010 Declared Eligible Funded", as in annex 4, students TEP only 3% to 1 proposal. In the knowledge 2011 indicator is taken from " The List of Participants Student Entrepreneurial Program (PMW), State University of Malang Year 2011 Type Proposal Individual" in Annex 5 decreased to 2% even though the quantity is funded increases to 3 proposal. So the entrepreneurial abilities of students TEP FIP UM cannot be the benchmark of student competency.

Breakthrough implantation of entrepreneurship needs to be done on matakuliah-matakuliah types Matakuliah Skills Working or MKB both MKB 1 (matakuliah required) and MKB 2 (matakuliah selection). Matakuliah Management Information System is matakuliah MKB 1 that are providing knowledge and skills to students, so expect by taking the matakuliah TEP student of Faculty of Education, University of Malang have knowledge and skills in designing and creating and managing Information Systems as a learning medium.

Entrepreneurial aspects put forward by Arismunandar (2011) revealed that the essence of career development in the field of entrepreneurship should begin with the provision of entrepreneurial skills gained from the educational process. In the world of work or effort, partly daripada young workers, especially those who enter the workforce without the skills and interpret the work solely as a 'task' and serves as a lifeline, not as a career can be explored and developed. Instead, they were spirited entrepreneur, has the ability to design their own development of their careers, by doing an internship in order to master certain skills, experimenting, and doing the learning independently. the foundation describes an idea of thinking need their self-confidence of students majoring in TEP FIP UM to start thinking and acting entrepreneurial in every matakuliah. To matakuliah has meaning for students TEP FIP UM.

Matakuliah Development Audio Learning is matakuliah involving elements of cognitive, affective and psychomotor student. To support the success matakuliah Development Audio Learning students must be provided with much experience as possible, so technically matakuliah have a little time in learning theoretically. The technical aspects of information systems are a very important element in this matakuliah, so that students are able to experiment, explore information. Production information system is related elements such as meda information transfer information system on media presentation.

Judging from kewairausahaan element, success matakuliah Development Audio Learning in general depends kepiwaiaian aspects of the

individual (in this case the students) to influence the users (in the lecture is represented by fellow students and professors). This reinforces the need to strengthen entrepreneurship in students. Proximity Audio Development Learning courses with detailed kewirausahaann is the desire for someone who wants to display to the user about something and trying to convince users of the information. In Philosophical, information obtained by manipulating the data has no value and is clearly wrong .. So specifically Approaches intensive learning model to students who take on this matakuliah be able to manage information and capable of presenting properly and systematically.

During this approach matakuliah lecturers and students do collectively. That is the cognitive and psychomotor students are only touched upon in class meetings and lecturers during understand the learner as a homogeneous society with all the similarities good behavior, willingness, in principle, abilities and other personal aspects.

Application of Advance Organizer in matakuliah Development Audio Learning is actually to accommodate the ideas of students, who depat associated with characteristics Management of objects of information. In the scenario learning later, lecturers not only perform the delivery of material, but also to manage learning resources, student and classes that use face-to-face on-line and face-to-face off-line. This is because the model advance Organizer related to the potential of the student, then in theory, this model can affect performance by helping to develop the ability of students in terms of thinking chime with action.

In general, according to Joyce , if the lecturer presents the material to the students, only a few (most of) these materials will be studied. If this material is presented with the management structure were studied may be more. If lecturers using processes that help students through the development of certain ways of thinking, then all potentials including entrepreneurship charge will be easily displayed. Therefore, if a lecturer avoid using the models of teaching that seeks to provide a certain intellectual structure and use of certain thought processes and bertindak they can help reduce the chance of students to use the potential ability. In general, the activity of speaking (speaking), the development of one of the intellectual structure either through a presentation method or an inductive method can increase the likelihood that students will learn the structures and thought processes associated

with them, and that they will keep the material stronger. Most felt their effects on students will have the confidence that can be seen in the problem-solving behavior when students bring these structures to cope with the problems that they have not met before.

STAGE DEVELOPMENT METHOD OF LEARNING

As noted above, this study wanted aims to improve students' ability in entrepreneurship by strengthening belived themselves in thought and action based learning model with Advance Organizer then the study design was carried out through the following stages:

Stage One

The first stage consists of three activities: clarify the objectives of the lecture, presenting advance organizer, and encourage awareness of relevant knowledge.

Clarifying the purpose of the lecture is one way to get students' attention and direct them to the learning goals, both vital to facilitate meaningful learning. (Clarifying the purpose of the purpose is also important for lecturers in planning a lecture.)

Stage Two

Second, if the organizer was expository or comparative, the essential features of a concept or design should be shown and explained carefully. For this reason, lecturers and students should explore organizer such as learning tasks. That means, should reap the essential features, explain it, and provide examples. Presentation of an organizer does not have to be too long, but it must be lived (learners should be aware of it), clearly understood, and constantly dealing with material that is being implemented. it also means that learners should already be familiar with language or ideas in organizer earlier. important also illustrates organizer in the context of multiple and repeated several times, in particular relating to the new terminology or specialized language. in the end, it is important to encourage awareness of the knowledge and experience of the students

previously that may be relevant to the task of learning and organizer of the ,

After the presentation organizer in the first stage, the learning material presented in the second phase in the form of lectures, discussions, films, experimentation, or reading. During the presentation, the processing of learning material needs to be made clear to the students so that they have the whole sensory cues (sense of direction) and can see the logical sequence of the material, and how the treatment was related to advance organizer.

Stage Three

Interest in the third step is to put out new learning materials into the cognitive structure of students that already exists - namely, strengthening the student cognitive processing. In the current natural teaching, some of these procedures could be included in the second phase; however, like to emphasize that the work on the back of new material is a separate teaching assignments, .with the activities and

skills. Ausubel identified four activities: (1) develop integrative atonement, (2) develop active learning receptions, (3) raises a critical approach to the eye lectures, and (4) clarify.

RESULTS METHOD IN ADVANCE ORGANIZER LECTURES

Teaching model developed for the course Development of Audio Learning is based on the idea Ausubel about the lecture material, cognitive structure, learning reception is active, and the advance organizer who skewering and reliable. Models advance organizer has three stages of activity. A) The first stage is a presentation advance organizer, b) the second stage is the presentation of the learning task or learning materials, and c) the third stage is the strengthening of cognitive processing. The last stage is to examine the relationship of learning materials with ideas that exist to produce an active learning process. Summary of the structure of the teaching model of advance organizer can be seen in table 1.

Table 1. Structure Learning Model of *Advance Organizer*

Stage One: Presentation Advance Organizer	Stage Two: Presentation Tasks or Material
– Clarify objectives lecture – Presenting organizer – Identifying characteristics conclusive – Giving an examples – Presenting contexts – Repeat. – Encourage awareness of the knowledge and experience of students	– Presenting material – Maintaining attention. – Clarify processing becomes. – Clarify the rules of the material learning that makes sense
Third Phase Strengthening Cognitive Processing	
– Using the principles of integrative reconciliation. – Advocated active learning receptions. – Generating a critical approach in the eyes of college. – Clarify.	

Activities designed to improve the clarity and consistency of learning materials so that your ideas are lost not too much just because it caused the obscurity of each other, students should dissect these materials when they receive it by connecting learning materials barn with personal experience, cognitive structure, and a critical stance on knowledge.

There are several ways to facilitate the new material with the cognitive structure of students. Lecturers can (1) remind students about ideas (the big picture), (2) ask for a summary of the important properties of the material to new learning, (3) repeat the definitions right, (4) ask for differences among the aspects of material, and (5) asked the students to describe how learning materials to

support the concept and design that is used as an organizer.

Active learning can be enhanced by (1) asking students to describe how matter barn in touch with the organizer, (2) ask students to make additional examples of the concept or design of learning materials, (3) ask students to explain verbally the essence of the material, using terminology and their own frame of reference, and (4) require students to test material from another point of view.

Critical approach to knowledge can be trained to ask students to identify assumptions or conclusions that may be made in teaching materials, expensive or challenging the assumptions and conclusions of this, and reconcile the contradictions both of them.

It is not possible or not interesting use all these techniques in a single lecture. Constraints

such as time, topics, and relevance to the situation of certain learning will guide the use of this technique. However, it is also important to remember the four objectives of this stage and techniques Special for expository teaching effective. Ideally, the initial implementation of the third stage can be discussed by faculty and students. First of all, however, teachers should respond to the needs of students for clarification several topic areas and for the integration of new materials with existing knowledge.

Basically, Ausubel provide a method to improve not only the presentation, but also the ability of students to learn from the presentation. The more often train students to actively seek treatment ideas, reconcile information with the idea, and make organizer alone (engage in the activity of inductive over reading or watch) the greater the potential students in finding the benefits of such presentation.

In this model, the lecturer must maintain control on the intellectual structure, as it is important to connect the learning materials to the organizer and help students distinguish the new material with the materials that have been studied previously. In the third stage, however, the learning situation should ideally be more interactive, the students -mahasiswa need to be stimulated to ask questions and provide feedback. Obtaining materials that succeed will depend on the wishes of learners in integrating it with prior knowledge, through their critical abilities, presentation lecturer, and processing of such information.

Tasks Lecturers

The duties of lecturers to students is directed with the aim of clarifying the meaning of the new learning material, distinguishing the meaning of and reconcile with existing knowledge, make it relevant to the students personally, and help them improve their critical approach to knowledge. Ideally, by the way like this, students will submit their own questions in response to the determination of the meaning of what they do.

FUNCTIONS INSTRUCTION THAT REACHED

Model advance organizer is particularly useful for preparing circuit or orientation of the curriculum and train students systematically in a key notion particular field. Step by step, concepts and designs critical explained and integrated, so that at the end of teaching, learners will gain perspective on the whole fields studied.

Results obtained with an increase in students' understanding of the factual information that is associated with and is explained by the key ideas. For example, the concept of socialization can be described repeatedly in the study of the patterns of socialization in the culture and subcultures are different. The model is thus helped broaden student knowledge about the culture.

The model can also be set up to teach the skills of learning receptions effective. Critical thinking and an overhaul of cognitive can be explained on the learner, who received the direct teaching of thinking on a regular basis and on the idea of a hierarchy of knowledge. Finally, they can apply these techniques independently the new learning material. Put another , this model can improve the effectiveness of reading and watching movies, and activities "reception" other.

Other models are also important in evaluating and applying the material presented by the advance organizer. For example, the model advance organizer, after introducing new material in ways deductive presentational, can proceed with the activities of the discovery of the concept of inductive to strengthen the material or informal acquisition can evaluate students on the material.

STRENGTHENING OF ENTREPRENEUR-SHIP IN THE COURSE

Entrepreneurship education in higher education need to establish rationale that fit the criteria to be achieved. University as a facilitator to foster an entrepreneurial culture. The University has a strong focus on entrepreneurial culture and disseminate it to all students both on business programs, as well as nonbusiness. Therefore students of disciplines such as engineering, art and design, education, science, tourism, and others also have the opportunity to entrepreneurship in accordance with their respective expertise. University as a mediator for the mastery of entrepreneurial skills. Students entrepreneurs who pursue careers through entrepreneurial activities equipped with a set of skills that can help them identify the right business idea as well as providing them with a practical approach to entrepreneurship, for example in the form of cooperative student.

Implementation of Entrepreneurial Program for students. Universities can organize courses or training entrepreneurship as a complement to the lecture programs common to all students, or organizing entrepreneurship program integrated which are specifically designed for a group of students who have a high interest in entrepreneurship. In some universities the program has conducted through the Student entrepreneurial Program (PMW) .Universitas as a locomotive of regional business development. a strong focus on entrepreneurship will encourage universities to

network with various stakeholders who focus on entrepreneurship. Universities can also facilitate the design of regional policies and the development of infrastructure to support the development of entrepreneurship in society.

CONCLUSION

Strengthening belived themselves in thought and action can be done by using model Advance Organizer. The learning activities result in several things, among others: 1) Integrating entrepreneurship into matakuliah Audio Development Learning through models of Advance Organizer. 2) Implement a model Advance Organizer to increase student confidence in thinking and acting in entrepreneurship in the corridor matakuliah Audio Learning Development. 3) This research was conducted in order to empower potential and resources existing learning at the Department of TEP FIP State University of Malang, including servers, workstations and LAN systemusing the system SAPPROL

For lecturers can be used to draw upload learning to TEP FIP UM Department Website for use by students. In this way the interaction between professors and students not only in the classroom as a lecturer easily present the learning material to students participating in his courses. In addition, teachers can access teaching materials from sites other lecturers, so it can easily do collaborations with other faculty in the development of teaching materials.

Students no longer need to wait a lecturer in the following courses were cultivated because all materials have been provided (be uploaded) on the computer (Web-site lecturer). Learning this way allows students to easily manipulate their own teaching materials that want presented by lecturers.

Department of Educational Technology (TEP) Faculty of Education, University of Malang (UM) has committed to continue to develop its services. This commitment is demonstrated through the provision of LAN and installation of Web-site laboratory to be used as an access to all information for both faculty and students. Through empowerment all facilities available at the laboratory in turn will support the department in the execution of its programs, including the provision of learning through e-learning. In addition, the learning process through e-learning this will facilitate the Department in controlling the activity academic, lecturing and presenting related subjects.

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LEARNING MODEL DEVELOPMENT IN MULTICULTURAL EDUCATION THROUGH SCIENTIFIC APPROACH BASED ON VALUE INQUIRY

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ABSTRACT

Long term objective of this research is to gather a learning model that could improving multicultural education competency through scientific approach for elementary school student. The special purpose is to find a right learning model in integrated curriculum that could increasing attitude competency of student with 5 step activity : (a) observing, (b) questioning (c) associating (d) experimenting (e) communicating. Development model from Borg and Gall like : (1) introduction study, (2) model development (3) model of test. Discussion about the research (1) development of learning model through 5 scientific approach activity (2) multicultural learning model development with KI/KD function development (3) lesson plan development (4) lesson step development process (5) teacher perception about learning model development of multicultural education. Result of the research (1) with scientific approach that bring student to doing, feeling, proving, communicating about topic not only just memorizing. (2) learning activity of student are proving an improvement of problem solving ability in group. (3) student creativity show improvement of their learning style not only to memorize and document the topic, but also they can observing, identifying, analyzing, comparing, and proving (4) build enjoyable team work. It result have been recorded in CD of learning that consist learning strategy in integrated curriculum through scientific approach based on value inquiry.

Key word: multicultural education, integrated curriculum, scientific approach

The applicataion of curriculum 2013 that focus on scientific approach having significant transformation. All the subject of matter has being integrated with the other subject of matter. It doesnot have standard of quality (*standar kompetensi)* again anymore but the learning process is accentuated to the point of competency *(kompetensi inti)* and the base of competency *(kompetensi dasar)*. There are three main design of curriculum 2013 development: attitude, knowledge development, and skill development (Sani, 2014)

The principle of arrangement it curriculum is based on chapter 36 national law number 22 in 2003 that declared as below: The arrangement of curriculum have to consider with the improvement of religious value, an improvement of right values. Increasing of potency and student interest, diversity in local heritage and it environment, demand of developing the nation program among region, demand of work field, developing of knowledge and technology, art, religion, global development issue and national law and national values (Ridwan, 2014).

Objective of learning process is adapted with national curriculum purpose that being listed in chapter 3 of national law number 20 in 2003, that declare as below: The developing of student potency to be religious person, having good moral, healthy, smart, capability, creative,

be autonomous and be democratic and responsible civilian.(kemendikbud, 2013)

The main problem in this research is to develop integrated curriculum learning process through scientific approach with making a lesson plan and run it in elementary school. To evaluate the program it need a right validation instrument and then it result is use for describing about the effect from learning activity to student.

The research according to information from department of education in Blitar region, it been chosen that grade IV in elementary school as the subject of it research. Because it grade in 2013 – 2015 education period has used curriculum 2013 for 4 semester and based on it the teachers are expected to be ready when applied in this curriculum. Especially implementing of integrated curriculum through scientific approach based on value inquiry.

METHOD

Descriptive qualitative is using as strategic to design this research that the model of this research development is using Borg And Gall model (modification from Sukmadinata) there are four step in this research: (1) introduction preview, (2) field orientation, (3) model development, (4) model of test. (Sukmadinata, 2009).

First chapter is introduction preview. It step is the back ground of this research because in this step there are three step to do: (1) first, literature review, (2) second field orientation, (3) third making draft

model for the research. And then developing learning model test with limited subject observation for 4 school and continue to 15 schools as whole subject that use national curriculum.

The subject of it research is the teacher of elementary school that being the pioneer of curriculum 2013 implementation in Blitar, east java regions. Sampling activity is randomly technique for choosing the elementary school that have been used the curriculum 2013 for 3 semester. And have been chose 15 school as subject in Blitar regency in east java province.

Information about integrated curriculum learning model through scientific approach based on value inquiry are gathering by: (1) observation, (2) questioner (3) documentation.

Instrument for gathering information are: teacher performance test, teacher questioner, interview guide. Information were gathered will be analyzing by descriptive and percentage.

RESULT AND DISCUSSION
Result

Limited subject test for 4 school below SD Tangkil 1, SD Nglegok, SD Kalipang 1 and SD Resapombo. Questioner that used are discussed about: (1) development of integrated curriculum learning model through scientific approach based on value inquiry (2) formulated lesson plan development (3) learning step development for integrated curriculum based on value inquiry in elementary school student. (4) teacher perception about integrated curriculum learning model based on value inquiry.

From information analyzing we can conclude that: *first:* (a) integrated curriculum learning activity through scientific approach based on value inquiry implementation, 6 respondent has a very good category (40%); 9 respondent has a good category (60%); (b) implementation of an integrated curriculum learning activity through scientific approach based on value inquiry, 3 respondent has very good category (50%), 12 respondent has good category (60%); (c) integrated curriculum learning activity through scientific approach in every theme / sub theme activity, 10 respondent has very good category (66,60%), 5 respondent has good category (33,33%).

Second: (a) integrated curriculum learning activity through observation activity, 7 respondent has a very good category (46,66%) 8 respondent has a good category (53,33%); (b) implementation of an integrated curriculum learning activity through scientific approach based on questioned activity, 3 respondent has very good category (20%), 12 respondent has good category (80%); (c) integrated curriculum

learning activity through scientific approach based on association activity. 3 respondent has very good category (20%), 12 respondent has good category (80%), 1 respondent have enough category (7,14%); (d). networking activity, 3 respondent has very good category (20%), 12 respondent has a good category (80%).

Third: (a) formalizing *kompetensi dasar* (KD) be indicator of qualification (KI1,KI2,KI3,KI4), 6 respondent has very good category (40%), 9 respondent has good category (60%) (b) developing lesson source activity, 6 respondent has very good category (40%), 9 respondent has a good category (60%), (c) lesson strategic development, 4 respondent has very good category (26,66%), 10 respondent has good category (66,66%); 1 respondent have enough category (6,66%) (d) lesson scenario planning activity, 5 respondent has very good category (33,33%),10 respondent has good category(66,66%); (e) class management, 6 respondent has very good category (40%), 9 respondent has good category (60%); (f) evaluation procedure planning, 5 respondent has very good category, (33,33%), 9 respondent has good category (66,66%), 1 respondent have enough category (6,66%); (g) presenting lesson plan document, 5 respondent has very good category (33,33%), 9 respondent has good category (66,66%) 1 respondent have enough category (6,66%).

Fourth: about integrated curriculum learning process based on value inquiry through scientific approach lesson step observation we can conclude as below: (a) directing, guiding, penetrating, understanding problem to developing student attitude and deducing activity in learning process, 5 respondent has good category (33,33%), 10 respondent has very good category (66,66%), (b) motivating, and rewarding student activity to find a right value about the problem in learning process, 3 respondent has very good category (20%), 12 respondent has good category (80%), (c) motivating student to identify about right value from student and teacher learning activity, 4 respondent has very good category (26,66%), 10 respondent has good category (66,66%), 1 respondent have enough category (6,66%) (d) discovering activity about conflict value by student, 3 respondent has very good category(20%), 12 respondent has good category. (80%), 1 respondent have enough category (7,14%); (e) motivating and rewarding the student in hypothesis making 2 respondent has very good category (13,33%) 11 respondent has good category (73,33%), 1 respondent has enough category (24,42%); (f) Penetrate the student to evaluate their hypothesis, 2 respondent has very good category (13,33%), 12 respondent has good category (80%), 1 respondent have enough category (6,66%), (g) Help student to find a right value from the problem 3 respondent has very good category

(20%), 11 respondent has good category (73,33%), 1 respondent have enough category (6,66%) (h) Directing the student to find relevant reason about it value, 2 respondent has very good category (13,33%), 12 respondent has good condition (80%) and 1 respondent has less category (6,66%).

Fifth: according to data analyzing about teacher perception about integrated curriculum learning process through scientific approach based on value inquiry process. The result show as: (a) Integrated curriculum learning process based on value inquiry development problem: model development step; 7 respondent has very good category (50%), 5 respondent has good category (35,71%), 2 respondent has less category (14,28%) (b) Integrated curriculum implementation using learning step and learning model 1 respondent have very good category (6,66%), 11 respondent has a good category (73,33%), 2 respondent has enough category (13,33%), 1 respondent have less category (6,66%); (c) teacher understand about value inquiry 3 respondent has very good category (20%), 11 respondent has good category (73,33%) 1 respondent have enough category (6,66%); (d) demand of value inquiry model development 5 respondent have very good category (33,33%), 9 respondent has good category (60%), 1 respondent have enough category (6,66%); (e) demand of inquiry model socialization 4 respondent has very good category (26,66%), 11 respondent has good category (73,33%).

RESULT AND DISCUSSION
An integrated curriculum learning activity through scientific approach development

Study based on information in the research reviewed from function implementation the research in elementary school show the result as below: the highest percentage of very good category (60%) and followed by good category (40%), from it result we can conclude that teacher capability to developing integrated curriculum learning model trough scientific approach based on value inquiry in curriculum 2013 is in good category because the conditions are very good category 85%- 100% (Suparno, 2009).

Integrated curriculum learning process through scientific approach purpose in model development implementation has the highest percentage of good category (80%), next level is in very good category (20%), from it result we can conclude that teacher capability to developing integrated curriculum learning model trough scientific approach based on value inquiry in curriculum 2013 is in good category

because the conditions are very good category 85% - 100% (Suparno, 2009).

Scientific approach development in each theme / sub theme in each lesson has the highest percentage in very good category (66,66%), follow by good category (33,33%). from it result we can conclude that teacher capability to developing integrated curriculum learning model trough scientific approach based on value inquiry in curriculum 2013 is in good category because the conditions are very good category 85%- 100% (Suparno, 2009)

According to the result of the research about "multicultural education development through scientific approach based on value inquiry it show successfully from: (1) observing (2) questioning (3) experimenting (4) associating (5) networking. All indicator above are showing 4 scale (very good) and 3 scale (good).

Multicultural Education Development Through Scientific Approach Based On Value Inquiry

Observation activity in Scientific approach learning process implementation are having the highest in very good category (46,66%), and good category (53,33%). From the information above we can conclude that teacher capability to developing scientific approach in curriculum 2013 is in good category because the conditions are between good and very good category 85% - 100% (Suparno, 2009).

Questioned approach in the learning process implementations are including in good category (80%) and very good category (20%). From the information above we can conclude that teacher capability to developing questioning approach in curriculum 2013 is in good category because the conditions are between good and very good category 85% - 100% (Suparno, 2009).

Experiment approach in the learning process implementations are the highest percentage in good category (66,66%) and very good category (26,66%) and enough category (6,66%). From the information above we can conclude that teacher capability to developing experimenting approach in curriculum 2013 is in good category because the conditions are between good and very good category 85% - 100% (Suparno, 2009).

Associating approach implementation has the highest percentage in good category (80%), very good category (20%). From the information above we can conclude that teacher capability to developing associating approach in curriculum 2013 is in good category because the conditions are between good and very good category 85% - 100% (suparno, 2009).

Networking ability in learning process implementation has the highest percentage in good category (20%) and very good category (80%).

From the information above we can conclude that teacher capability to developing networking approach in curriculum 2013 is in good category because the conditions are between good and very good category 85%- 100% (suparno, 2009)

Lesson Plan Development and formulating

Formulating *kompetensi dasar* (KD) in learning process is in the highest percentage for very good category (60%), good category (40%); from it result we can conclude that teacher capability to formulated lesson plan in curriculum 2013, are in good and very good percentage category 85% - 100% (Suparno, 2009).

Developing and organizing lesson source are in the highest percentage of very good (20%), good category (80%) from it result we can conclude that teacher capability to formulated lesson plan in curriculum 2013, are in good and very good percentage category 85% - 100% (Suparno, 2009).

Developing learning strategy: method, model, and strategy in learning process; have the highest percentage in good category (66,66%); and very good category (26,66%) and enough category (6,66%); from it result we can conclude that teacher capability to formulated lesson plan in curriculum 2013, are in good and very good percentage category 85% - 100% (Suparno, 2009).

Formulating lesson step, time allocation, motivation and determining the type of learning process ; it have the highest percentage in very good category (33,33%), good category (66,66%), from it result we can conclude that teacher capability to formulated lesson plan in curriculum 2013, are in good and very good percentage category 85% - 100% (Suparno, 2009).

Class management have the highest percentage of good category (60%), very good category (40%). From it result we can conclude that teacher capability to formulated lesson plan in curriculum 2013, are in good and very good percentage category 85% - 100% (Suparno, 2009).

Evaluation technique lesson procedure preparing have the highest percentage of very good category (60%), good category (40%), from it result we can conclude that teacher capability to formulated lesson plan in curriculum 2013, are in good and very good percentage category 85% - 100% (Suparno, 2009).

Percentage lesson plan document have the highest percentage of y good category (60%); very good category (40%), from it result we can conclude that teacher capability to formulated lesson plan in curriculum 2013, are in good and very good percentage category 85% - 100% (Suparno, 2009).

Learning step development in integrated curriculum through scientific approach based on value inquiry

Directing, guiding, penetrating, understanding problem to developing student attitude and deducing activity in learning process have the highest percentage of good category (66,66%) and very good category (33,33%), from it result we can conclude that teacher capability to formulated lesson plan in curriculum 2013, are in good and very good percentage category 85% - 100% (Suparno, 2009).

Motivating, and rewarding student activity to find a right value about the problem in learning process have the highest percentage of good category (80 %), very good category (20%), from it result we can conclude that teacher capability to formulated lesson plan in curriculum 2013, are in good and very good percentage category 85% - 100% (Suparno, 2009).

Discovering activity about conflict value by student have the highest percentage of good category (66,66%) and very good category (26,66%) and enough category (6,66%), from it result we can conclude that teacher capability to formulated lesson plan in curriculum 2013, are in good and very good percentage category 85% - 100% (Suparno, 2009).

Motivating and rewarding the student in hypothesise making have the highest percentage of very good category (80%), good category (20%), from it result we can conclude that teacher capability to formulated lesson plan in curriculum 2013, are in good and very good percentage category 85% - 100% (Suparno, 2009).;

Penetrate the student to evaluate their hypothesis have the highest percentage of good category (66,66%) very good category (13,33%) and enough category (6,66%), from it result we can conclude that teacher capability to formulated lesson plan in curriculum 2013, are in good and very good percentage category 85% - 100% (Suparno, 2009).

Help student to find a right value from the problem have the highest percentage of very good category (80%), good category (20%), from it result we can conclude that teacher capability to formulated lesson plan in curriculum 2013, are in good and very good percentage category 85% - 100% (Suparno, 2009).

Directing the student to find relevant reason about it value have the highest percentage of good category (80%) very good category (20%), from it result we can conclude that teacher capability to

formulated lesson plan in curriculum 2013, are in good and very good percentage category 85% - 100% (Suparno, 2009).

Teacher perception about integrated curriculum learning model through scientific approach based on value inquiry

Integrated curriculum learning process based on value inquiry development problem: model development step have the highest percentage of good category (66,66%) and very good category (27,68%) and enough category (6,66%), from it result we can conclude that teacher ability to understand about inquiry model is in good category it cause the percentage between 85 % – 100 % (Suparno, 2009)

Integrated curriculum implementation using model and development step have the highest percentage of good category (66,66%) and enough category (13,33%), less category (6,66%); from it result we can conclude that teacher ability to understand about inquiry model is in enough category it cause the percentage between 85 % – 100 % (Suparno, 2009).

Integrated curriculum with Value inquiry model teacher perception have the highest percentage of good category (73,33%) and very good category (20%), and enough category (6,66%). from it result we can conclude that teacher ability to understand about inquiry model is in enough category it cause the percentage between 85 % – 100 % (Suparno, 2009).

Integrated curriculum learning process based on value inquiry development have the highest percentage of good category (60%), very good category (33,33%) and enough category (6,66%); from it result we can conclude that teacher ability to understand about inquiry model is in very good category it cause the percentage between 71 % – 76 % (Suparno, 2009).

Integrated curriculum learning process development using guidance book have the highest percentage of good category (73,33%) and very good category (14,28 %), from it result we can conclude that teacher ability to understand about inquiry model is in good category it cause the percentage between 85 % – 100 % (Suparno, 2009)

CONCLUSION AND RECOMENDATION
Conclusion

Based on the problem, aim, and result of the research and the discussion result it can conclude that the observation of second year of research had few result as below: lesson plan of

integrated curriculum learning process based on value inquiry through scientific approach which have high validation to reach the objective of the learning activity in the class.

All of the result which have been not detailed above will be recorded in CD of learning and teacher guidance book that contributed to the real implementation of integrated curriculum learning process based on value inquiry through scientific approach to increasing a quality of integrated curriculum learning process itself.

This development research also produce about the model of learning strategic (observing, questioning, experimenting, associating, networking) and value inquiry oriented model like planning, retrieving, processing, creating, sharing, evaluating.

The model of learning above has been tested in integrated curriculum learning process development according to theme/sub theme in elementary school especially in grade IV. And all of it produce validation result on CD of learning

Recommendation

The result of the research show that all the model of learning strategy in elementary school developing program are valid as theoretical aspect and can put into practice in learning process and effectively reached to aim of study. So it advised to the teacher in elementary school to have ability for implementing strategic model on this research in the teaching and learning process at school. Especially for integrated curriculum learning process.

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COMMITMENT OF TEACHERS AND PROFESSIONALISM

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ABSTRACT

This study aims to determine the level of employment of teachers with the ability to work motivation, organizational culture, job satisfaction and self efficacy SD Islamic Al Azhar in Jabodetabek. Research using quantitative descriptive method. Analysis of data using path analysis. Data collection through questionnaires by the teacher. Sources of data obtained through respondent data, photos and scores the results of the questionnaire. The results of this study indicate, commitment of teachers affected by job motivation, organizational culture, job satisfaction and self effacy.

Keywords: commitment, teacher, professionalism.

The reality of education still remains problematic. It is seen from the observation UNICEF in 2008 stating that the emerging challenges in education is teacher qualifications, effective teaching methods, school management, and community involvement in education. Data from the United National Developnment Project (UNDP) in 2012 stated that the quality of Indonesian human resources was ranked 108, compared with Brunei to-30, Singapore 12, Malaysia 62, Thailand 89th and Sri Lanka 75th, these data show that the quality of education in Indonesia is still low. It is supported by the results of research conducted by Center for Data and Information Education, Research and Development, Ministry of National Education in 2011 which found that the percentage of teachers eligible under the occupation are as follows: 65.29% Senior High School teacher; Private high school teacher 64.73%; teachers SMK 55.49%; Private vocational teachers 60.99%; State school teachers 54.12%; Private school teachers 60.99%; public school teachers 26.83% and 28.94% Private primary school teachers. This finding marks the overall average teachers, ranging from elementary school teacher, junior high and high average of 52.17% was not professional and not eligible to become a teacher.

Therefore, the quality of education needs to be improved by increasing the ability of teachers in performing their duties as a teacher. The teacher's task will not run properly without considering the factors that influence the success of teachers in performing the task.

The ability of teachers to work motivation, organizational culture, job satisfaction, self effecacy has been linked with work commitments. Thus needs to be reviewed so that the interested parties, in this case the board of trustees may reconsider aspects which need to be improved so that the higher the teachers' commitment in achieving the organization's objectives in this school.

METHOD

This research uses descriptive quantitative approach, with the survey method with the approach path analysis (path analysis). This study will examine or analyze the relationship between the variables, and measure the effect of one variable to another variable. Variables studied comprised five, namely: (1) work motivation (X1), (2) Cultural Organization (X2), (3) Job Satisfaction (X3), (4) Self Eficacy (X4) and (5) Commitment to Work (X5). Data was collected using questionnaires filled out by respondents consisted of teachers. Assessment is done by using a rating scale (rating scale), to assess the Al Azhar Islamic elementary school teachers from Jabodetabek sampled in this study. Questionnaires to respondents used to obtain data regarding the ability of employee motivation, organizational culture, job satisfaction, self-efficacy and work commitments

In analyzing the data used descriptive analysis and inferential analysis. Descriptive analysis was conducted to see an overview of the data from each study variable indicated by the mean, median, mode, frequency and histogram distribution list. The inferential analysis used to test the hypothesis put on the path analysis (path Analysis), preceded by a test for normality and homogeneity of variance. After that, also calculated the effect of directly or indirectly between the independent variables on the dependent variable. Values influence coefficient can be seen from the track. In connection with that, the stages of data analysis are: 1) The descriptive statistics, 2) testing requirements analysis, and 3) testing the hypothesis.

RESULTS AND DISCUSSION

In order to define some variables descriptive statistics measured or observed in the study used a description of the research data. Some descriptive statistics presented include: the size of the concentration and size distribution data. Measures of central tendency of data, include: the average value is calculated, the mode and media. While the size of data dissemination, include: range or the range and standard deviation of the data. In addition to sharing some descriptive statistics, this section also presents data research variables in a frequency distribution table and graph groups.

The variables measured or observed in this study, divided into two groups of variables, namely: endogenous and exogenous variables. Endogenous variables are variables whose values are determined in accordance with the sistema studied theoretical model in the study. Endogenous variable in this study is a Work Commitment (X5). Furthermore, exogenous variables are variables whose values are not specified in the sistema, but outside the systems being studied. These exogenous variables determine the value of endogenous variables. Exogenous variables in this study, include: work motivation (X1), Cultural Organization (X2), job satisfaction (X3), and Self Efficacy (X4). Among the exogenous variables there are two variables, namely job satisfaction variable (X3), and Self Efficacy (X4) were categorized as intermediate variable. This is because varibael X3 and X4 in addition to determining the value of the variable X5, but is also influenced by variables X1 and X2. Exposure some descriptive statistics starting from X5 then continued on variables X1, X2, X3 and X4.

Based on the calculations and hypothesis testing paths can be interpreted major direct and indirect influence of each exogenous variables on endogenous. Interpretation of the direct and indirect effects of any exogenous variables on exogenous variables described in the following sections: 1) The direct effect of work motivation (X1) to job satisfaction (X3) is 0.006. Meanwhile, the indirect effect, ie the effect of working motivation through organizational culture is 0.006 x 0.330 = 0.002. The total effect of work motivation on job satisfaction is equal to 0.008.

Besides an effect on an individual basis, the exogenous variables, namely X1 and X2 shows the influence jointly against endogenous variables, namely job satisfaction (X3). Effect of exogenous variables on the endogenous variables simultaneously obtained from the product of the coefficient of determination on the substructure-1 with 100%, ie by 6%. As already noted, in addition to the effect by both exogenous variables, job satisfaction is also influenced by other variables. The influence of other variables on job satisfaction obtained from the quadratic coefficient times the influence of other variables in the path of the substructure-1 with 100%. The influence of other variables on job satisfaction is 99.2%. 2) The direct effect of work motivation (X1) to self-efficacy (X4) is equal to 0.232. Meanwhile, the indirect effect, ie the effect of working motivation through organizational culture is equal to 0.232 x 0.525 = 0.122. Total influence motivation to work toward self-efficacy is equal to 0.787. Besides an effect on an individual basis, the exogenous variables, namely X1 and X2 shows the influence jointly against endogenous variable, ie self efficacy (X4). Effect of exogenous variables on the endogenous variables simultaneously obtained from the product of the coefficient of determination on the substructure-2 by 100%, amounting to 78.7%.

As already noted, in addition to the effect by both exogenous variables, self-efficacy is also influenced by other variables. The influence of other variables on job satisfaction obtained from the quadratic coefficient times the influence of other variables in the path of the substructure-2 with a 100%. The influence of other variables on job satisfaction is 21.3%. 3) The direct effect of work motivation (X1) to work commitments (X5) is equal to 0.167. Meanwhile, the indirect effect, ie the effect of working motivation through organizational culture is equal to 0.063, with job satisfaction (X3) is approximately 0,048, and through self-efficacy is equal to 0.095. The total effect of work motivation on commitments amounted to 0.0006. The direct effect of cultural organization with (X1) to work commitments (X5) is equal to 0.379. Meanwhile, the indirect effect, ie the influence of organizational culture through work motivation is equal to 0.063 through job satisfaction (X3) is approximately 0.109, and through self-efficacy is equal to 0.216. Total influence of organizational culture on commitments amounted to 0.0005. Besides an effect on an individual basis, the exogenous variables, namely X1, X2, X3 and X4 shows the influence jointly against endogenous variable, ie work commitments (X5). Effect of exogenous variables on the endogenous variables simultaneously obtained from the product of the coefficient of determination on the substructure-3 with 100%, ie by 0.5%.

Results of a study of all the proposed hypothesis is described as follows: *First,* work Motivation significantly direct effect on job satisfaction. In the daily life of a person before motivated teachers will be preceded by a motive in him. Compliance with the requirement of motivation is not inevitable for all teachers because

if motivation met with both job satisfaction and will appear on the next turn will have an impact on his sobriety. Motivation can be financial and non-financial impact on job satisfaction (Grund and Sliwka, 2001). It is reasonable for a person to meet the needs of life will not be released to the needs of intrinsic and extrinsic.

Work motivation is needed in increasing passion and morale. Those who have a high motivation to be more excited and passionate in doing his job, so the work satisfaction will also tend to be high. Wright and Pandey (2005) states that in work that is done an employee, an emotional bond and loyalty becomes very important motivational factor, so as to bind employees to keep working in the organization. Kartika and Kaihatu (2010) in his study of 72 employees Pakuwon Food Festival states that motivation positive effect on employee job satisfaction. Brahmasari (2008), in his study of all employees of PT. Pei Hai International wiratama Indonesia in Surabaya and Jombang number of 1,737 people also found that motivation positive effect on employee job satisfaction. From this exposure, the findings of this study support previous empirical studies.

Second, Organizational Culture significantly direct effect on job satisfaction. This result coincides with findings Ida Ayu and Agus Suprayetno (2008) which prove that organizational culture positive and significant effect on employee job satisfaction, meaning that the organizational culture is a concept that can be used as a means to measure the suitability of the organization's goals, strategy and organization duties, as well as the resulting impact, because without a valid and reliable measure of the critical aspects of the culture of the organization, a statement about the impact of culture on employee satisfaction and company performance will continue based on speculation, personal observations and case studies. Kotter and Hesket in Sunarso (2009) revealed that a strong organizational culture would trigger employees to think, behave, and act in accordance with the values of the organization. Correspondence between the culture of the organization with member organizations that support it will lead to job satisfaction, thus encouraging employees to improve performance for the better, that stays on one company and a career in the long term. Therefore, a strong organizational culture is required by every organization that job satisfaction and improved employee performance that will improve overall organizational performance.

Third, Work Motivation significantly direct effect on Self Efficacy. These results are consistent with the study of Mary and Glyn (1996) which states that motivation is a significant predictor of self-efficacy.

Fourth, Work Motivation significantly affect directly the Work Commitment. These results were also confirmed by Fannida Ifani Princess (2014) that the factor of motivation is the power of motion that includes impulse, reason and volition arising within oneself that caused him to do something, for example, an employee who receives a salary, remuneration in accordance with the educational qualifications of its , it will increase its commitment.

Fifth, Organizational Culture significantly affect directly the Work Commitment. The higher the culture of the organization will have a significant impact on increasing teachers' commitment to the organization. The results of the increased commitment organsiasi ultimately lead to improvements in staff performance. The study's findings are in line with a previous study conducted by Ahmad Mubarak and Susetyo Darmanto (2015) which explains that organizational culture positive and significant impact on work commitment. The findings of this study describes efforts to increase teacher commitment can be taken to foster a culture of the organization, namely the relative strength of an individual's identification and involvement in special organization, including trust, support for the goals and values of the organization and a strong desire to use the effort earnest for the benefit of the organization and a strong will to maintain membership in the organization. It is as described by Robbins (2006), the commitment organsiasi is a situation where an employee in favor of a particular organization and purpose - its purpose and intends to maintain membership in the organization. This has an impact when a teacher is facing the conditions will be an option in the external environment, the teacher will tend mindset as the company where he worked and implicitly would show his hand on excellence - excellence company where he works. Another implication is a teacher would feel a responsibility to develop the company and do capacity development of people at subordinate. The results of this study explain that to increase employee commitment within the organization, can be reached by improving cognitive framework (cognitive framework) organization that includes the attitudes, values, norms of behavior and expectations that members of the organization donated.

Sixth, Job Satisfaction significantly affect directly the Work Commitment. These results are also consistent with studies conducted by Sukanti and Djazari (2010) which states that job satisfaction affect job commitment by 41.90%. Ronald (2007) in Sukanti also cited for building work commitments, leaders need to pay attention to the

satisfaction of the teacher, so the teacher will be more concentration on the job and not a lot of time and effort to solve the problems of dissatisfaction, but for the sake of work.

Seventh, Self Efficacy significantly affect directly the Work Commitment. The results of this study are also consistent with studies Theodore Coladarci (2010) which mentions self-efficacy is one prediktot significant increase in teachers' work commitments.

CONCLUSIONS

Based on the findings and data analysis has been done that motivation positive direct effect on job commitment, meaning that high motivation can improve work commitments; work motivation positive direct effect on job satisfaction means that high motivation can increase job satisfaction of teachers; school culture positive direct effect on job commitment, meaning a school culture that can improve work commitments; school culture positive direct effect on job satisfaction, which means a good school culture can enhance job satisfaction, work motivation positive direct effect on self-efficacy means that high motivation can improve self efficacy; school culture positive direct effect on self-efficacy, which means a good school culture can enhance self-efficacy of teachers.

The first variable and the second variable is an exogenous variable, including motivation and school culture. Job satisfaction in addition to being the first endogenous variables as well as well as exogenous third, while the fourth variable is the endogenous variables as well as exogenous fourth. While the fifth variable is an endogenous variable, ie work commitments. The findings of the research and proving the above hypothesis indicates that the motivation to work, school culture, job satisfaction and self efficacy directly influence the work commitment. From the summary of the effect of exogenous variables on endogenous variables showed that the percentage of influence motivation and school culture is greater than the percentage of influence job satisfaction and self efficacy of the commitment of teachers' work.

Job satisfaction which implies on the basis of theories as already described, namely the need for achievement, the need to relate to others, awareness of differences in income, correspondence between the output value obtained between individuals, as well as perceptions of fairness with regard to inputs and outcomes, affect direct commitment of teachers working with very significant. Besides self efficacy which implies on the basis of theories as already described, namely the experience of

success and achievement, the experience of others, verbal persuasion, physiological and psychological state, also affects the direct commitment of teachers working with very significant. In other words, work commitment of teachers in performing their duties as educators is directly affected by job satisfaction and self efficacy.

IMPLICATIONS

Based on the conclusion of the study above, then the efforts to increase the commitment to work can be done by increasing the motivation to work, school culture, job satisfaction and self efficacy, include: 1) Efforts to increase the motivation to work in order of increasing work commitments as motivation to work directly affects positively the work commitment, then the work commitment can be improved systematically and consistently through increased employee motivation by providing rewards and incentives, to develop attachments, motivated by the work itself, appreciate and recognize the accomplishments of the work, develop leadership, build inter-group cooperation, and eliminating things that are negative. 2) improving the school culture and job satisfaction in order to increase job commitment, then made fun job, pay incentive / reward honestly, provide jobs proportionally, to change the structure of the work, change the payment structure, giving a flexible work schedule, and conduct programs that support. 3) efforts to increase self-efficacy in order of increasing work commitments, then through: the successful experience that occurs repeatedly, learning through direct observation and assessment of the expertise that had also done, to find out a great effort must be expended in order to achieve expertise needed, as well as through social persuasion persuasive discussion and specific performance feedback. With regard to the teacher's ability to complete a task and assessment of psychological status you have, the teacher can improve emotional and physical abilities and reduce stress levels.

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ASSESSMENT STANDARIZATION OF
SCHOOL-BASED MANAGEMENT IMPLEMENTATION RESULTS

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ABSTRACT

This article aims to the development of initial assessment model on the school-based management implementation results. It is certainly difficulty to improve the learning quality by government and school today. If the data revealed by the government is correct, so there is almost 50% of schools in all levels that do not meet the minimum educational standard. It means that there are many schools with educational service quality that are necessary to be improved. Moreover, there are many schools under the minimum standard, with certainly less optimal educational service quality. This writing is designed to create products such as assessment standardization model. Current situation show that: (1) until now, there are still no assessment standardizations of school-based management implementation results as the references to map the learning quality at school; (2) the assessment standardizations of school-based management implementation results; and (3) the initial model development of assessment standardizations of school-based management implementation results can be conducted for trial.

Keywords: assessment standardizations, school-based management implementation results

There might be many elements that can affect on the success of educational process, but, these elements can be summarized into two components, namely the components within individual who is learning and the components coming from outside the individual. The components within individual who is learning can be grouped into two sub-components, namely psychical components and physical components. These two sub-components might be determined by heredity, some of which are determined by the environmental factors, and others might be determined by both, heredity and environmental factors. Meanwhile, the components coming from outside the individual can be grouped into some sub-components, namely natural environmental, teachers, teaching method, curriculum, program, subject methods, facility and infrastructure and social-economic conditions.

For the he components coming from outside the individual, it is necessary for the management to direct these elements into the educational purposes. The success in managing these components can improve the quality of educational process and quality of educational outcomes. The quality improvement can certainly be measured by the improvement on the educational efficiency and effectiveness. One of the forms of educational managments which is often to be used and known in Indonesia is School-Based Management.

It is stated in Article 51 of Law concerning the National Education System number 20/2003 that the "Management of early childhood education, elementary education and secondary education units is implemented based on the principle of minimum service standards through the principles of school / madrasah-based management". The school-based management is the school management concept intended to improve the quality of education in a decentralized education era. Based on the Regulation of Government Number 32 of the Year 2013 concerning the amendment on the Regulation of Government Number 19 of the Year 2005 concerning National Education Standards of Article 49 Paragraph (1), the principles of school-based management include: independence, fairness, openness, partnership, participation, efficiency, and accountability.

Results of the evaluation (Directorate of Development of Primary School Ministry of Education and Culture, *Kemdikbud*, 2012) stated that the program of school-based management in Indonesia in 2000, 2002, 2005 and 2010 showed that the guidance program on the school-based management had some positive impacts, among others are: (1) the improvement of school management to be more transparent , participatory, democratic and accountable; (2) the improvement on the quality of education; (3) decreasing on the dropout rate; (4) the improvement on the implementation of student-centered learning with active learning strategies, creative, and fun; and (5) the improvement on the participation of society into education.

The spirit of improving education in Indonesia can be seen from the vision of the Ministry of National Education 2015 - 2019 which is the implementation of national education services to form comprehensive intelligent Indonesia human

beings. It is certainly not easy to realize this vision, especially in this messy situation of national education management and education services as it is today. The management of national education should start by moving towards maturity in the areas of curriculum, facilities, finance, human resources involved (teachers and education staffs), students, and community participation, but in reality the problems keep arising. It is not just to create an improvement on the management of education, even there is a game of interests that often make educational affairs left behind. At the end, the service of national education that should be able to be enjoyed equally by each people today is still found many problems left.

Meanwhile, the mission of the Ministry of Education and Culture 2015 - 2019 also shows that indeed there are weaknesses in the management and service of national education. The contents declared are the manifestations on many weaknesses that must be improved, if this is not conducted, then the national education will be sunk. The mission itself, is increasing the availability of education services, expanding the affordability of educational services, improving the quality and relevance of education services, equality in obtaining education services, and guaranteeing to obtain the educational services.

The quality of learning that must be improved by government and schools today is indeed not easy or difficult to be realized. If the data revealed by the government is correct, so there is almost 50% of schools in all levels that do not meet the minimum educational standard. It means that there are many schools with educational service quality that are necessary to be improved. Moreover, there are many schools under the minimum standard, with certainly less optimal educational service quality. Therefore, it is necessary for an assessment standardization of school-based management implementation results for the improvement on the quality of learning.

The Assessment Standardization of School-Based Management Implementation Results

The assessment standardization of school-based management implementation results can be done through two educational management analyses. Both analyses are: efficiency and effectiveness of education. Both analysis can be used to measure the high and low rates of the school-based management, namely the curriculum and learning, learners, educators and education personnel, education finance, infrastructure, community participation, as well as cultural and school environments. The

analyses are conducted through four school management processes (planning, implementation, monitoring and evaluation of education).

The first analysis is for mapping the school-based management, namely the analysis of the educational efficiency. The educational efficiency analysis shows a close correlation between the efficiency as a concept with the education economy and the cost of education. The educational efficiency study uses the discipline of economics education as its foundation, that the education is one of the production factors having its advantages and economic values to be met. Hallak (1985: 2) stated that economically, the owners of production factors submit these factors to producers, so that the costs by the owner will be as the *consumption forgone*, meanwhile the producers obtain exact and measurable costs, consisting of wages , interest, costs and others.

As a producer of educational services, as well as other fields of activity, theoretically it results in the same concept of cost. However, education itself has specific properties which are different to other production or economic fields. Coombs and Hallak (1985: 2) stated that the application of cost concept on education reveals the existence of three forms of inherent difficulties in the nature of educational activity itself and these mainly arise from: (a) the definition of education production; (B) identification of the economic transactions related to education; and (c) the fact that education has the properties of public services.

The definition of the efficiency of education does not exactly match to the concept of efficiency in the economy or the production of goods. In the process of production of goods, efficiency can be expressed in the form of money or other monetary forms and it influences on the elements involved, namely: producers, sellers, buyers, consumers and so on. This term is a technical illustration in the production process. Nurhadi (1988: 48) stated that in the production process, efficiency is defined as a situation where a product is expected to reach a maximum level on the basis of a particular input cost or where the input cost is kept to a minimum rate as possible in order to produce a product set forth. The definition of the production of goods will be different to the production of educational process and produce educated men.

The analysis of educational efficiency describes the correlation between input and output, or between input and output. An efficient system can be seen by more output for the *input resources*. The efficiency of education means to have a correlation between the utilization of limited educational resources so that it can achieve a high optimization. Nurhadi (1988: 79) stated the efficiency of educational process will be achieved when the educational products set forth can be

achieved with minimal input costs, or the educational products can be obtained maximally by the cost (input) that has been set. This education process by Kir Haryono (1994: 24) can be viewed from two perspectives, namely: (1) as the goods consumer, it produces output and (2) as investment goods, it produces outcomes.

Just like other economic activities, the concept of educational efficiency also calculates on the opportunity cost. This opportunity cost is often called as the *income forgone*, namely the earning potential for students as long as they follow the completion of education. Therefore, the concept of educational efficiency is more complex than just profits, since the cost component consists of various kinds and nature. The cost is not only in the form of money but, itis also in the form of the opportunity cost. For example, a high school graduates who does not continue to university for certain reason, if he works, he certainly will earn and when he goes to university to continue his study, he certainly will calculate on the amount of income for approximately four years of study in the university.

It is not merely related to the educational effectiveness, the educational efficiency is also often related to the educational quality and efficiency on the educational distribution (Nurhadi, 1988: 7; Winarso, 2000: 40; and Kir Haryono, 1994: 47). Most research on the issues show that educational feedback can be measured by what is obtained by a man on the one hand and what is obtained by the country on the other hand. Personal feedback is determined from the amount of advantages obtained by a person throughout his life. These advantages are not only measured by the productivity and income but also by prosperity he achieves. The country feedback includes matters such as tax revenues. It also includes an educational system (educational institutions or schools) which can also be measured by the feedback.

As it has been mentioned earlier that the efficiency of education is included in the category of economic efficiency, while the efficiency of education can be divided into two kinds, namely the external efficiency and internal efficiency (Kaswarjono et al, 1972; Simmons, 1980; Coombs and Hallak, 1987; and Nurhadi, 1988 : 46).

The analysis steps or measurements of the efficiency of education consist of: (1) making plan ratio conducted among school-based planning input and school-based planning output; (2) making ratio of educational program realization conducted between actual input and educational program realization output; (3) calculating on the percentage of performance efficiency achievement by dividing the plan ratio and the realization ratio and then multiplied by 100; (4) providing qualitative meaning; and (5) making educational efficiency score. To determine the efficiency of education score, it is used a scale of educational efficiency performance achievement. The scale is as a position and a percentage of the analysis results which are then given score meaning.

A second analysis is for the assessment standardization of school-based management implementation results, namely the analysis of educational effectiveness. The analysis of educational effectiveness is a success indicator of an educational organization in achieving its purposes. However, the effectiveness does not consider to the costs spent achieving the educational organization purposes. How much cost spent by an institution if it reaches its purposes, then it is considered to be effective? Wijatno (2009: 279) emphasized, the things should be noted that the educational economics, educational efficiency, and educational effectiveness must be interconnected and dependent so, they all do not stand alone because they will cause not to achieve all the three (economic, efficiency, and effectiveness) overall. An institution may be only economical, but it may be not effective; or the other way around, it may be effective, but it may not be economically, so the company performance and purposes overall are not reached.

The educational effectiveness analysis uses the steps as follows: (1) enter the value / amount of the performance targets; (2) enter the value / amount of realization output; (3) calculate the achievement of performance effectiveness by dividing realization output by the performance targets and then multiplied by 100; (4) provide qualitative meaning; and (5) provide economic score. To determine the educational effectiveness, it is used a scale of educational effectiveness performance achievement. The scale is as a position and percentage of the analysis results which are then given score meaning.

The overall scores of school-based managements done through the analysis of efficiency and effectiveness are then combined which then are used to determine the quality of education. The quality of education is then as a reflection on the implementation of school-based management in each school. The reflection as intended is a standardized assessment of the implementation results in each school analyzed.

Initial Model of Standardized Assessment of School-Based Management Implementation

Results for The Educational Quality Improvement

The front display of model is in one separate *sheet* related to (*hyperlink*) other *sheets*. This front page consists of four types of main menu in the educational management audit, namely (1) educational efficiency analysis; (2) educational effectiveness analysis; (3) assessment results on the school-based management implementation; (4) the achievement of school managerial performance based on educational national standard. Figure 1 shows the front page display as the stage of analysis model use.
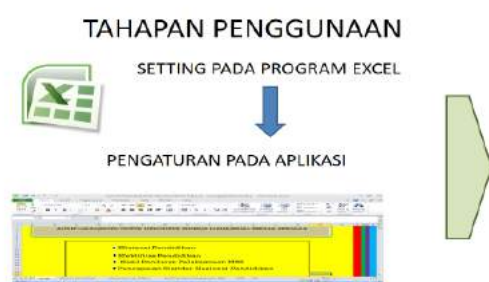
Figure 1 Model Use Stage

The used program is excel, this is to ease the use of the application at the time it is used. In details, the contents will be delivered from each analysis, consisting of interconnected sheet. Figure 2 shows the cover of analysis model.
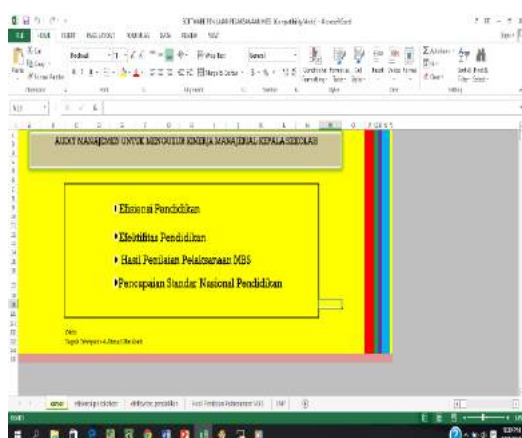
Figure 2 Cover Model

There are four stages in the application use, namely the stage of data input of educational efficiency, the stage of data input of educational effectiveness analysis, the stage of assessment of school-based management implementation results, and the stage of achievement results of educational national standard. Figure 3 shows the stage of application use.

Figure 3 Stages of Application Use

The measurement on the educational efficiency in the second *sheet* follows the following steps: (1) insert the value / amount of plan input cost; (2) insert the value / amount of realization input cost; (3) input the value / amount of plan output; (4) insert the value / amount of realization output cost; (5) determine the plan ratio, namely by dividing the plan input and plan output; (6) determine the realization ratio, namely by dividing the realization input and realization output; (7) calculate the achievement of efficiency performance by dividing the ratio realization and the plan ratio and then multiplied by 100; (8) providing the qualitative meaning; and (9) giving efficiency score. The scale and score of efficiency performance achievement can also be seen in the sheet. Figure 4 as the following shows the filling of initial data for the educational efficiency analysis.

The measurement of educational effectiveness in the third sheet uses the following steps: (1) insert the value / amount of performance target; (2) insert the value / amount of realization output; (3) calculate the achievement of efficiency performance by dividing the ratio realization and performance target and then multiplies by 100; (4) providing the qualitative meaning; and (5) giving economic score. Figure 5 as the following shows the flow of data filling for the educational effectiveness analysis.

The fourth *Sheet* shows the recapitulation from the two analysis previously (the assessment of school-based management implementation results), namely (1) educational efficiency analysis; and (2) educational effectiveness analysis. Figure 6shows the data file of assessment results of school-based management implementation.

Figure 4 Flow of Educational Efficiency Analysis

Figure 5 Flow of Educational Effectiveness Analysis

Figure 6 Flow of Assessment Results of School-Based Management Implementation

TAMPILAN FILE DATA CAPAIAN SNP HASIL PELAKSANAAN MBS

OTOMATIS SUDAH TERISI DAN MENAMPILKAN CAPAIAN SNP HASIL PELAKSANAAN MBS

Figure 7 Flow Of Education National Standard Achievement Of School-Based Management Implementation Results.

The fifth *Sheet* shows the recapitulation of the three analyses previously and the achievement of SNP, namely the 1) educational efficiency analysis; (2) educational effectiveness analysis; and (3) the comparison with the per SNP component achievement. Figure 6 shows the file data of education national standard achievement of school-based management implementation results.

CONCLUSION AND RECOMMENDATION

The elements affecting on the success of educational process can be summarized into two components, namely the components within individual who is learning and the components coming from outside the individual. It is stated in Article 51 of Law concerning the National Education System number 20/2003 that the "Management of early childhood education, elementary education and secondary education units is implemented based on the principle of minimum service standards through the principles of school / madrasah-based management". The standardized assessment of school-based management implementation results can be conducted through two education management analyses. Both analyses are: educational efficiency and effectiveness. Both analysis can be used to measure the high and low of school-based management components, namely curriculum and learning, learners, teachers and educational personnel, educational finance, facility and infrastructures, society participation and school cultura and

environment. The analyses can be conducted through four school management processes planning, implementation, monitoring and evaluation of education).

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PROFILE-BASED LEARNING LITERACY IN ELEMENTARY SCHOOL

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ABSTRACT

This study aims to describe the condition of literacy in elementary schools, the implementation of literacy programs, and develop a model of literacy in primary schools by empowering stakeholders, especially parents. The method used was survey as Definition of model development. The results of the survey as a basis of model development. From the analysis of the literacy skills of students still focus on understanding low level. Understanding of teachers and parents about literacy and how to play a role in the development of literacy programs is still low. Conditions literacy program is still in the initial activity of habituation. Stage of development and learning have not been realized. Literacy programs with the involvement of stakeholders especially parents also have not been realized. The conditions of the model developed literacy program with the involvement of stakeholders, especially parents.

Keywords: literacy, primary school students, parental involvement

Efforts to improve the quality of education by improving the education system. The government and the school has a very important role. In connection with improving the quality of education are factors that can not be directly controlled, deluge of information from various media. Development of information media can not be dammed a challenge for education. The challenge of the ability to analyze, evaluate, reflect the contents of the media to achievement tough generation in the information era (George, 2013).

The era of technology and information necessary to establish public awareness of the importance of the public that is not only aware of the media, but he also understands, addressing, and in favor of media impressions were correct. Spirit is what inflamed the media literacy movement. Media literacy is an effort to educate generations not to be affected by negative media content to the psychological and action or act of acceptance of media content a government policy that can be controlled is through the curriculum. The curriculum is a means to achieve a goal and requires its reliability. In the perspective of the interests of the nation, this curriculum vehicle will function and the role of both if the actors and observers have clarity of purpose and a shared vision, a road map is right, and reliability in vehicle utilization. So the curriculum includes objectives, means and facilities to support the optimization of learning (Lie, 2013). At the primary level of education insists on the implementation of the thematic approach by integrating character.

Basic literacy is the ability to listen, speak, read, write, and countrelates to the ability of analysis for accounting, perceiving information, communicate, and describes the information based on the understanding and personal conclusions. the ability to find a variety of different forms of media, such as print media, electronic media (radio media, television media), digital media (internet media), and understand the purpose of their use.Some research indicates the implementation of learning students' critical attitude towards impressions/media, and skill in selecting good impressions and not well integrated into the learning yet. Criticality student has not emerged with regard to the ability of certain impressions found to contain elements of engineering, contains elements of persuasive advertising, and television bring a particular impact on children. In addition, the ability to give an opinion about the show being watched or read the information from the media is not owned by the students. In so doing, students still take for granted what the media presented. Samples were an average age of 12-15 (end of primary education) has not been able to communicate the results of its evaluation of the information it receives. In evaluating the TV program, information on social media students are also not used to classify impressions into three kinds, namely a good impression for the kids, not good

impressions, and impressions conditional. In general, the evaluation presented by the students is about the contents of the media in general.

Another study found that the family still has not been invited to work together in improving the literacy skills of media. This is apparent from the tasks in learning to read or gather information that did not include the role of parents (Harsiati, 2013). In fact, parents should play a role in instilling pay attention on media in children. Diverse family background causes the behavior of their children also vary in media literacy skills. The role of parents is clearly visible is in providing the opportunity to access the media and accompanying extracting information on the media. The role of parents also affects the amount of time spent watching / using social media students. In the family of the students have not maximized the mediation of parents when their children watch TV / searching of information on the media. Mediation coviewing (parents come to watch with the kids) done by all not familiar among the student's family.

From the research approach to literacy found that teachers still not learning critical thinking skills against deluge of information from various mass media (Harsiati, 2013). Ability to analyze, evaluate, and reflect some of the information received from various sources has not been designed with good teachers. Learning to read instructional materials also have not focused on the ability to analyze, evaluate, and reflect the content of the media. In fact, the results showed that the time students spend in interacting with the media is quite high (Harsiati, 2006).

From the foregoing it appears that the teaching materials and learning to read in Indonesian subjects have not focused on media literacy skills. In fact, in this information age students live with exposure to many remarkable information and will have an impact on their behavior. Moreover, the stage of development of primary school students still tend to be imitate what he saw. From the results of previous studies also found that the difficulties teachers stimulate students to arrange activities analyze, question, evaluate, and reflect on the information received. In addition, not yet available teaching materials and lesson plans read membelajarkan the ability to analyze, criticize, assess and scrutinize information. Based on the results of these studies proposed research learning model

development of media literacy in primary school by optimizing the cooperation of parents and teachers. In the first year exploration of patterns of learning to read in elementary school, teaching materials, media, and RPP learning to read. In the first year also developed lesson plans and teaching materials (thematic learning implementation plan) with a focus on the subjects of reading Indonesian. However, in the first year of the new test and test experts are limited. In the next year will be developed instructional media and field tests with the development of media literacy teaching model in primary school by optimizing the cooperation of parents and teachers.

Literacy is more than reading and writing, but include thinking skills using the resources of knowledge in the form of print, visual, digital, and auditory. In the 21st century, this ability is called information literacy. Clay (2001) and Ferguson lays out that information literacy component consists of early literacy, basic literacy, library literacy, media literacy, technology literacy, and visual literacy. In the context of Indonesia, early literacy is required as the basis for derivation berliterasi next stage. Literacy components are explained as follows.

According to Beers (2009), good practices in literacy movement has emphasized the following principles. a) The development of literacy goes according to predictable developmental stages. Stage of development of children in learning to read and write overlap antartahap development. Understanding the stages of literacy development learners can help schools to choose habituation and learning strategies appropriate literacy needs of their development. b) literacy program that is both balanced Schools impartial implement literacy programs realize that each learner has different needs. Therefore, reading strategies and reading text types need to be varied and adapted to the level of education. Meaningful literacy programs can be done by using a rich text reading materials, such as works of literature for children and adolescents. c) The program is integrated with the curriculum Habituation literacy and literacy learning in schools is the responsibility of all teachers in all subjects because learning any subject in need of language, especially reading and writing. Thus, the professional development of teachers in terms of literacy needs to be given

to teachers of all subjects. d) The activities of reading and writing done anytime example, 'wrote a letter to the president' or 'reading to mother' are examples of meaningful literacy activities. e) activities to develop cultural literacy-based literacy class oral solid oral expected to bring a variety of activities is discussion on the book for learning in the classroom. These discussions also need to open up the possibility for dissent in order critical thinking skills can be sharpened. Learners need to learn to express feelings and opinions, listen to each other, and respect different views. f). Literacy activities need to develop an awareness of the diversity of the school Residents need to respect differences through literacy activities in school. Reading materials for learners need to reflect the richness of Indonesian culture so that they can be exposed to a multicultural experience.

In order for schools to be the forefront of the development of cultural literacy, Beers, et al. (2009) present some strategies for creating a positive culture of literacy in schools. a). Conditioning the physical environment friendly literacy Physical environment is the first thing seen and felt by the school community. Therefore, the physical environment needs to look friendly and conducive to learning. Schools that support the development of cultural literacy learners should be displaying the works on display around the school areas, including the corridors, the principal's office and teachers. In addition, learnerskaryakarya replaced regularly to provide opportunities for all learners. In addition, learners can access books and other reading materials at the Reading Corner in all classrooms, offices, and other areas in the school. Boardroom to display the work of students will give a positive impression about the school's commitment to the development of literate culture. b) Promoting the social and affective environment as a model of communication and social interaction and affective environment literat built through model of communication and interaction of all components of the school. It can be developed with recognition of the achievements of students throughout the year. The award can be done during the flag ceremony every week to appreciate the progress of learners in all aspects. Achievement is rewarded not only academic, but also the attitude and effort of learners. Thus, every student has the opportunity to gain an appreciation of the school. In

addition, literacy is expected to be colored all the important celebrations in the whole year. This can be realized in the form of a book festival, poster contest, storytelling, carnival story book character, and so on. School leaders should play an active role in moving literacy, among others, by building a collaborative culture teachers to teachers and education personnel. Thus, everyone can engage appropriate expertise of each. The role of parents as volunteer literacy movement will further strengthen the school's commitment in the development of literate culture. c) Promoting the school as an academic environment literat in the physical environment, social, and affective closely related to the academic environment. It can be seen from the planning and implementation of the literacy movement in school. Schools should provide ample time allocation for literacy learning. One of them by running the silent reading and the teacher read the book aloud for 15 minutes before the lesson. To support the ability of teachers and staff, they need to be given the opportunity to attend pre-service program to increase understanding of the literacy program, implementation, and its appropriateness.

METHOD

This development develop problem-solving model SD learning in the implementation of Curriculum 2013. The development method used in this case is based on the model of the RDR (research, development, research) combined or combined with R2D2 [recursive, reflective design and development (Willis, 1996; 1999) adaptation, modification and or certain transformation for the sake of the direction, goals, needs, and characteristics of the development. According to Habermas (in Kleden, 1987; Budiman, 1990), adaptation, modification, or transformation it is allowed or commonplace as an extension of the empirical-methodological models RDR and R2D2; here in the sense of RDR and R2D2 models are used to develop an instructional design modified-adapted or adapted in such a way to develop a creative entrepreneurial model-based language and art [see: experiencing expanded use]. Based on these considerations used three stages of development by models RDR and R2D2, namely (1) research for pendefinsian product (define / research) or the preliminary study, (2) design and early product development or prototype products [design and develop or

development], and (3) testing and dissemination of products [research/ disseminate].

Development starts with defining the stages of research for the products according to the model of R2D2 or early research stages according to the model of the RDR. Therefore, starting with the development of preliminary research and collection of information needed in the development of learning models to increase media literacy to optimize the role of parents of elementary school students. The results of this preliminary study will be used for materials design and develop product prototypes learning model by model of R2D2 or stages of development by models RDR. This is where the product is designed and developed to be expected. Subsequently, the resulting product was tested that includes expert-expert testing, user testing, limited field test, and test the feasibility of product development, which according to the model RDR entered the final stages of research. The results of these trials are used to improve or revise the product of the teaching model to increase media literacy to optimize the role of parents of elementary school students. The revised product is then tested the feasibility and preponderance through product feasibility test, test-skilled specialists, and test users. Based on these trials conducted in the final revision of the product in order to obtain the end product is to increase media literacy learning by optimizing the role of parents of elementary school students. The end product is distributed to a wide audience through various media as a form of strategy or dissemination phases of the product according to the model of R2D2. Model development product testing in elementary literacy activities with the involvement of parents require trial subjects were selected purposively. Subject trial product development are three (3) literacy experts, 10 Primary Schools, 30 elementary school teachers, 30 parents and 300 elementary school students from 10 elementary schools in Malang

Trial data are captured from the subject a test used to view the acceptability and feasibility of such products to increase literacy learning model to optimize the role of parents of elementary school students. Trial data is qualitative and quantitative, in the sense of exposure to verbal form the subject of the trial and informative figures depicting the acceptability and feasibility of

the learning model to increase media literacy to optimize the role of parents of elementary school students. The data collection of this trial conducted by Focus Group Discussion [FGD] or discussion is directed to the subject of the trial and questionnaires. According to trial data collection techniques, data collection instruments trial consists of two kinds, namely the FGD guide and questionnaire. Free FGD contains system-how to carry out the FGD, the process of implementation of the FGD mainly the implementation of dialogue and discussion, the development of topic of dialogue and discussion or development questions, and recording the results of FGD about learning model to increase media literacy to optimize the role of parents of primary school students in Malang. Meanwhile, the questionnaire was designed in such a way that its contents a number of statements and questions with regard to the learning model to increase media literacy to optimize the role of parents of elementary school students. Statements and questions in the questionnaire to measure the acceptability and feasibility of the model that has been developed. Data literacy skills are grouped into two categories, namely quantitative data and qualitative data. Quantitative data were analyzed using mean and mode. Qualitative data grouped into categories literacy patterns of elementary school students.

FINDING AND DISCUSSION
Ability Literacy Students

From the analysis of the report text comprehension found that there are some patterns of student understanding of the news that was heard from the media. Pola dominate the literal understanding students' understanding, especially on the question of what, who, when, and where. The question of how, and why can not be answered properly. Critical questions about the author's intention and interdepartmental relations can not be answered. Comment on the news of a general nature and has not been given argument. Ability to summarize still a copying capabilities. Exactly the same as the text is heard and has not been at the core of the news.

From the analysis of text comprehension story/narrative is found that there are some patterns of student understanding of the story is seen from the mass media. Pola dominate the literal understanding students' understanding,

especially on the question of figures, character figures, in which case, a summary of the events of the story. Critical questions can not be answered are: (1) the question of the author's intention, (2) the value of what can be taken from the story, (3) the value is contained in the dialogue, (4) an assessment of the leaders answered in general, (5) yet can benefit / value for improving oneself and (5) the appreciation and reflection questions answered in general (I'm happy, good). Comments and assessment of the general nature stories and have not given argument.

Teachers to the understanding of the literary movement

Based on the analysis of teachers' understanding of the acquired literacy matters. Teachers are still weak in terms of understanding the concept of literacy and how to implement a literacy program at the level of learning and development. Understanding how to implement at this stage of habituation in the category enough.The average score of 4 teachers' understanding of a maximum score of 10. The aspect which measured the ability of teachers covers the concept of literacy, literacy goal, ask how to improve literacy, how to engage in activities that can improve literacy before reading, how to act to support the implementation of the habituation phase, means act to support the implementation of the learning phase, how to act to support the implementation at this stage of development, how to engage in activities that can improve literacy after reading, and how to motivate children to read please.

Parents' understanding of the literary movement

The average score for understanding literacy of parents to 3.33 with a maximum score of 10. Aspects of each item being measured include the concept of literacy, literacy goal, ask how to improve literacy, how to engage in activities that can improve literacy before reading, how to act to support the implementation of the habituation phase, how to act to support the implementation of the stages of learning, how to act to support the implementation at this stage of development, how to engage in activities that can promote literacy as reading, how to motivate children to read please.

Learning Reading in Elementary Students Book

Based on the pattern of learning to read Indonesian integration with matpel / KD other subjects known that Indonesian integrate with social studies, four times and subjects PPKn one time. Based learning activities and tasks given it can be concluded that learning to read is done is learning to read aloud and reading comprehension, as students read texts with voiced and tasks given in the form of answering questions about the main points of the content of reading.

Characteristic of the text presented in the form of tests of learning to read the narration and description text.The narrative text and description text folklore and legends, as well as text consisting of one, two, or three paragraphs. Characteristics of learning to read the questions in the form of questions on the content of reading points and questions that require students to express their opinions to the text read. Learning the language is done in learning to read is a lesson in understanding vocabulary difficult vocabulary in the text.

Writing Learning in Primary Schools

Based on the pattern of learning to read Indonesian integration with matpel / KD other subjects known that Indonesian integrate with social studies, three times, subjects SBdP one time, and subjects PPKn three times. Based learning activities and tasks given it can be concluded that the teaching of writing has involved in creative writing activities, because students are encouraged to be able to express ideas, ideas, and opinions in a paper original.

Characteristics of a given task in a writing activity in the form of a task that aims to train students' skills in expressing the idea / ideas in writing, ie write stories of personal experience, write a poem, write a story about an event, write a paragraph of exposition, writing sentences and opinions based on images, and write essays.

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Learning Listening

There is no implementation of learning to listen to the learning process performed by the teacher indirectly. All study assesses students' ability to listen to others. This is evident in the section on the fourth grade book teachers that focuses on listening skills.

Learning Speaking

Implementation of learning to speak in the learning process performed by the teacher is presenting the results of the discussion are representatives. In addition, the task is also conducted teacher speaks to retell what they read.

Realization Indicators Habituation, Development, and Learning in Primary Schools

In this study the implementation of the literacy program includes three phases, namely the habituation phase, development, and learning.

Literacy activities in Phase Habituation

In this study the implementation of the literacy program includes three phases, namely the habituation phase, development, and learning. At this stage of habituation is found the following data. There is a 15-minute reading activity (silent reading, reading aloud), but not every day. Activity 15 minutes of reading has been running for at least one semester. Learners do not have to read a daily journal. Teachers, principals, and / or educators to be a model in the activities of 15 minutes reading to read along with you during the activity. There is a library but the reading corner in each class does not exist. , Yet there are campaign posters read in the classroom, corridors, and / or other areas in the school. There has been no material rich text displayed in each classroom. Not to design a school garden, cafeteria, and UKS be a reading center environment clean, healthy and rich text. There has been no posters on habituation to live a clean,

healthy, and beautiful. Schools do not attempt to engage the public (parents, alumni, and elements of society) to develop school literacy activities. Principals and their staffs do not have the literacy program for each year.

Literacy activities in the Development Phase

In this study the implementation of the literacy program includes three phases, namely the habituation phase, development, and learning. At this stage the following development data found. There are 13 indicators stages of literacy development. Based on observations in primary schools of 13 new indicators, there is one indicator that the observed activity 15 minutes to read aloud the Indonesian subjects but have not done every day (at the beginning, middle, or towards the end of the lesson). There has been no follow-up activities to produce a response in the form of oral and written. Learners do not have a portfolio that contains a collection of reading response journals. Teachers have not become a model in the activities of 15 minutes reading to read along with you during the activity. There are no bills written and spoken is used as an assessment of nonakademik. There has been no response journal read learners displayed in the classroom and / or school hallway. Already there is a library but the reading corner in each class, and the reading area yet. Library with a collection of non-teaching books but has not been used for a variety of literacy activities. Yet implemented rewarding the achievement of learners in literacy activities at regular intervals. There has been no campaign posters read. Environment / text rich material has not been posted in each classroom, corridors, and other areas in the school. There has been no academic activity that promotes a culture of literacy schools, for example: travel to the library or mobile library visits to schools. There is a celebration activities certain days with the theme of literacy. Yet there is a School Literacy Team formed by the principal and consists of a language teacher, other subjects teachers and education personel.

It can be concluded that indicators of literacy program implementation during the development stage has not been implemented. Category implementations included in the category has not been implemented because only average there is

only one indicator of the 13 indicators that must be met during the development stage.

Literacy activities in Phase Learning

Literacy activities in the learning phase has not been observed. Indicators of literacy activities in the learning phase includes the following activities. Not to be seen reading in place (in addition to 15 minutes before the learning) is already entrenched into the needs of the school community (visible by all citizens of the school). There has been no activity fifteen minutes of reading every day before school hours followed by other activities with non-academic bill or academic. Reading general book activities related to the textbook learner and teacher (no academic bill for learners). There has been no development of a variety of reading strategies. No tribute to the achievement of learners in berliterasi activity (based on the academic bill). There has been no response journal learners from the results of reading books and textbooks (bill academic results) displayed in the classroom and / or school hallway. Learners do not use the physical environment, social, affective, and accompanied by a variety of academic readings (print, visual, auditory, digital) literacy -in rich beyond textbooks-to enrich their knowledge in the subjects. Oral and written bill has not been used as an academic assessment. Teachers have not become a model in reading books by contributing to read books selection (general) that is read by the students. There has been no implementation of various strategies to understand texts in all subjects (for example, by using concept maps optimally, for example table TIP (Know-want- Learn), Comparative tables, Stairs Process / Chronology. Learners do not currently have a portfolio which contains a collection of journal responses read a minimum of 12 (twelve) nonpelajaran books. there are various follow-up activities to produce a response in the form of oral and written (academic bill).

It can be concluded that the implementation indicators literacy program at the learning stage has not been implemented. Category implementations included in the category have not been implemented because the average there is only one indicator of the 12 indicators that must be met at the learning stage.

CONCLUSION

Prototype development of research models in elementary literacy activities by optimizing the role of parents of primary school students, obtained the following conclusions. 1) The pattern of students' understanding of the news that was heard from the mass media is dominated by patterns literal understanding. 2) The pattern of students' understanding of the story is seen from the mass media is dominated by patterns literal understanding. 3) Understanding teachers to the literacy movement in schools is still low, especially in terms of understanding the concept of literacy and how to implement a literacy program at the level of learning and development. 4) An understanding of parents of school literacy movement is still relatively low. 5) Indicators of the implementation of literacy movements in the school at this stage of habituation, stage of development and the learning phase is still not implemented. The suggestions put forward as follows. 1) Movement literacy in schools should be a massive need to be socialized so that all parties concerned, namely from principals, teachers, parents and students can be agents of literacy. 2) The government needs to improve the ability of teachers to familiarize, to develop and implement literacy learning in order to increase the literacy skills of elementary school students.

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THE EFFECT OFUSING SMARTWHEEL TOWARD THE SKILL OF ARRANGING SIMPLE SENTENCES

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ABSTRACT

The research was carried out because of the obstacles experienced by English learners on arranging appropriate sentences for 16 kinds of tense. It is a must to be able in creating good sentences for expressing message in communication. It means the better we build the sentences, the easier and the more effective communication will be. So avoiding missunderstanding can be accomplished by perfectly comprehending the best way to make the sentences. The purpose of finishing the research is to determine the effect of using smart wheel toward the skill of arranging simple sentences. The study site was at Perjuangan University of Tasikmlaya, exactly in English Education Department. The sample was 33 students' answers to test questions. The sampling technique used was saturated sampling. This study used a quantitative approach with experimental methods, namely Pre-experimental Designs. Objective questions were created as the source of collecting data. The data collected, further processed and analyzed quantitatively to determine the effect of using smart wheel on arranging simple sentence skill. The results of the processing and analysis of data obtained the average value of 54.12 with a category of high pretest and posttest mean value of 80.39 with a very high category. Based on the t-test Paired Samples T-Test result Asymp. Sig. (2-tailed) of 0.000. In accordance with the provisions, because the probability Asymp. Sig. (2-tailed) <0.05, H0 is rejected, the response of the research hypothesis suggests that there is a significant difference on the students' skill in arranging simple sentences between the pretest and posttest. Thus it was concluded that the usage of smart wheel have an influence on increasing students' skill in arranging English simple sentences. After accomplishing this research, a new media for English teaching was born. It is called "Magic Round". Suggestions for teachers are keep assisting and guiding students on using learning media, and choosing and using the appropriate media in accordance with the material given.

Key words: Smart wheel, simple sentences

Nowadays, students do face many obstacles on mastering English. They can't gain good grade when learning it. Comprehending English should be supported by a perfect understanding on 8 skills of it. Those are divided into two different scopes. The first group consists of the mastery of grammar, vocabulary, pronunciation, and spelling. They are known as micro skills. Besides, listening, reading, writing, and speaking are macro skills. The better mastery of micro skills someone has, the more possibility he has either in reaching macro skills.

Grammar will be essential to use in producing good communication. Especially when it is in written form. English as its media to send the message should be utilized as perfectly as possible. So the information that will be sent from the sender to the receiver can be delivered completely.

A qualified education must be supported by educators who can run their rolesprofessionally either at school or environment (Heinich et.al., 2002; Ibrahim, 1997; Ibrahim et.al., 2001). In technology-based era they have to be able in educating students, managing information and environment as learning facilities. Environment means studying site, teaching method, media, and assesment system that are needed to facilitate the process of teaching and learning English. Of course the effective media will give more impacts toward students' comprehension (Daryanto: 2016).

Based on the problems above, we are interested in presenting the usage of "smart wheel" in assisting students' mastery in arranging English simple sentences for all kinds of tenses.

RESULT AND DISCUSSION
English Tenses

There are sixteen tenses in English. They have different patterns and also usages. Comprehending them will be so simple if we can just pretend four cores of them. Those are present, past, future, and past future. But there are four branches for each. Those are simple, continuous, perfect, and perfect continuous.

The first group of tenses is present. So it has four different types, namely simple present tense, present continuous tense, present perfect tense, and present perfect continuous tense. The first type expresses events or situations that exist always, usually, habitually. It means they exist now, have existed in the past, and probably will exist in the future. The example is "It snows in Alaska". The second type expresses an event began in the past, is in progress at the present time, and probably will continue. The example is "He is sleeping right now". The third type expresses an event finished sometime before now, but the exact time is not

important. The example is "I have already eaten". The last expresses an event in progress; before now, up to now, and the exact time should be found. The example is "I have been studying for two hours".

The second group of tenses is past. It has simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense. The first type expresses a happened event at one particular time in the past. It began and ended in the past. The example is "It snowed yesterday". The secod type expresses an event began before and was in progress at a particular time in the past. It probably continued. The example is "He was sleeping when I arrived". The third type expresses an event was completely finished before another time in the past. The example is "I had already eaten when they arrived". The last type expresses an event in progress before another event in the past, and the particular time should be known. The example is "I had been studying for two hours before my friend came".

The third group is future. It has simple future tense, future continuous tense, future perfect tense, and future perfcet continuous tense. The first type expresses an event that will happen at one particular time in the future. The example is "It will snow tomorrow". The second type expresses an action will begin before another event and it will be in progress at a particular time in the future and probably will continue. The example is "He will be sleeping when we arrive". The third type expresses as event that will be completely finished before another time in the future. The example is "I will already have eaten when they arrive". The last type expresses an event in progress before another event in the future in particular time. The example is "I will have been studying for two hours by the time you arrive".

The last group has simple past future tense, past future continuous tense, past future perfect tense, and past future perfect continuous tense tense. The first type expresses an event that will be done in the past. The example is "She would buy a computer in the previous day". The second type expresses an event that is in progress in the past. The example is "We would be taking an examination at this time the following day. The third type expresses a wish of past event. The example is "They would have finished the math homework if they had started a lot quicker". The last type expresses an event that started in a past, is in progress, and is continued in the future. But the time itself is not known. The example is "Joanna would have been studying law at Harvard University for three years".

The explanation above will be limited on the simple sentences of each kinds of tenses, verbal sentences, active voice, and affirmative forms.

Smart wheel is a teaching aid presented to facilitate the students' mastery in comprehending English simple verbal active sentences.It is designed attractively included 92 irregular verbs and their meanings in Bahasa.The forms are simple, participle, -ing, past, and present (for third singular subject). It is round. We only need to spin it if we want to find the vocabulary meant based on the tenses we take. It has two sides; front and back side. There are five boxes on the front. The first box tells kinds of tenses in simple form. The third box informs kinds of tenses in continuous form. The forth explains perfect form. The fifth shows perfect continuous form. And the last conveys modal form. All explanations involve affirmative, negative, and interrogative. In other side, we can find the meanings of all provided irregular verbs in Bahasa and the procedure of carrying out this media.

METHOD

This research is carried out in English Education Department, Perjuangan University of Tasikmalaya. They are 36 students in the first semester. It is saturated sampling. The design is one group pretest-posttest. The approach is quantitative. The method is experiment. The form is pre-experimental design. And the instruments to measure students' mastery is objective test; true false question.

Students' comprehesion will be categorized in very high level, if the score is more than 75. 58-75 will be determined as high. 42-58 will be determined as adequate. 25-42 will be determined as poor. And less than 25 will be determined as too low (Cece Rakhmat and Solehudin: 2006).

They will be taught four times. It is taken based on the type of sentences that have been mentioned above.

RESULT AND DISCUSSION

There are 33 questions, either in pretest or posttest. In this research we will compare the result of students' comprehension before and after being taught using smart wheel. Pretest shows that there are 27 students in adequate level, 8 of them are in high level, and 1 of them is in very high level. But after using smart wheel as teaching media, the posttest result shows that 2 of them are in adequate level, 8 of them are in high level, and 26 of them are in very high level.

The other fact is the average score; 54.12 in pretest and 80.39 in posttest. We can confidently say that the improvement of their mastery is effective enough explained by the average of normal gain 0.56.

After accomplishing this research, we establish many findings. Those are inspiring us to produce new medias. Surprisingly and proudly we present the prototype version of "Magic Round". Those are separately created, completed, and enhanced in six different rounds. 3 of them will discuss active sentences. Those are used to assist the users in creating affirmative, negative, and interrogative sentences. The rest will discuss passive voice in various kinds of sentences; affirmative, negative, and interrogative. They are absolutely completed by 150 irregular verbs. Further planning is creating the software. So the verbs will be stated as many as possible, both regular and irregular verbs. It will be easier to operate, because we can install it in laptop or smartphone.

CONCLUSION

This article has presented a part of research, data analysis, and the discussion of research variable. It can be concluded as follow: a) The majority of students' mastery in arranging simple sentences are in adequate level. But after joining the learning process that using smart whell, it changes into very high level; b) There is a significant difference on students' mastery before and after utilizing smart wheel in their learning activities; c) There is an effect of using smart wheel toward the skill of arranging simple sentences.

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THE RELATIONSHIP BETWEEN INTERPERSONAL INTELLIGENCE AND PARENTING PARENTS IN TENTH GRADE BEAUTY DEPARTMENT STUDENTS SMK NEGERI 2 GORONTALO

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ABSTRACT

The research was conducted at SMK Negeri 2 Gorontalo on interpersonal intelligence tenth grade in beauty department students, with the aim to obtain a picture of the relationship between emotional intelligence and parenting parents through correlation. From the results of the data analasis obtained a correlation of $r = 0.767$, with the determination coefficient is 0.58, which means that there is a relationship between interpersonal intelligence with parenting parents. 58% of interpersonal intelligence is influenced by parenting parents and 42% are influenced by other factors of which social environmental factors, factors intellectual development and physical growth factors. From the calculation of the significance test of correlation was obtained t_{count} amounted to 5.29, while the list of the t real level of 0.01 was obtained $t_{0,99(22-2)} = t_{0,99(20)} = 2,53$, From the calculation t_{count} greater than t_{table} means 5.29> 2.53 so that it can be concluded that a significant correlation coefficient. Based on the results of the analysis, it can be concluded that the hypothesis: "There is a relationship between interpersonal intelligence with parenting parents in tenth grade SMK Negeri 2 Gorontalo beauty department", is accepted.

Keywords: interpersonal intelligence, parenting parents

Characteristics of social life requires every individual to build a relationship with the others, so it will be established a bond of reciprocal feelings in a relationship pattern called interpersonal relationships. Interpersonal relationships in a broad sense is the interaction is done by one person to another in all circumstances and in all areas of life, giving rise to happiness and contentment on both sides

Interpersonal relationships will be established well when each individual has the interpersonal intelligence, so we can say that interpersonal intelligence is very important for every individual, especially in adolescence. Adolescence is a period of transition or the transition from the age of children into adulthood. Where teenagers should be able to improve his interpersonal intelligence to be able to socialize well against the surrounding environment.

Santrock (2007: 71) argues that in adolescence, there will be changes in the socio-emotional which include demands to achieve independence, conflicts with parents, and the desire to spend more time with his peers.

A determining factor to teach and improve interpersonal intelligence is the family. Every parents expect their children to be human intelligent and virtuous character is good, but many parents do not realize that the way they educate make children feel neglected, restricted freedom, and some have felt unloved by her parents. The feelings that many mmpengaruhi attitude, feeling, way of thinking and even their interpersonal intelligence. Application of appropriate parenting becomes very important in the formation of individual brilliance, especially interpersonal intelligence

Based on observations Courses Counseling in Schools data showed that 50% of students of class X Beauty at SMK Negeri 2 Kota Gorontalo or 11 people showed symptoms of low interpersonal intelligence. This is evident by looking at the students who are reluctant to play with friends, prefer solitude than mingle with friends, it is difficult to make friends in the mix, and does not have many friends, do not even like to cooperate with others.

Based on these cases it is necessary to test the relationship between parenting parents with interpersonal intelligence

Beauty tenth grade students of SMK Negeri 2 Kota Gorontalo.

Understanding Interpersonal Intelligence

Interpersonal intelligence (interpersonal intelligence) is one of eight multiple intelligences proposed by Gardner. According to Yusuf (2010: 235), that: "Interpersonal intelligence (interpersonal intelligence) is the ability to understand and com Based on some sense it, it was concluded that interpersonal intelligence is the ability to observe and understand the intentions, motivations and feelings of others and sensitive to facial expressions, voice and gestures of others, and he is able to respond effectively in communicating ..municate with others, by being able to distinguish the moods, temperaments, motivations and skills of others

Armstrong (in Rasiyo, 2005: 19) states that: "Interpersonal intelligence is the ability to understand and interact effectively with others". According Lwin, et al. (2008: 197), that: "Interpersonal intelligence is the ability to understand and be sensitive to the feelings, motivation, character and temperament of others". According to Armstrong (in Rasiyo, 2005: 27) that: "Students who are strong in interpersonal intelligence has leadership, sociable, and happy to cooperate". Furthermore, according Lwin, et al. (2008: 205), that: "Children who have high interpersonal intelligence will easily make friends and get acquainted with other people, love being around other people, and friendly towards others".

Characteristics of Interpersonal Relationships

The lack of interpersonal intelligence is one of the root causes of behavior is not socially acceptable. People with low interpersonal intelligence tend to be insensitive, uncaring, selfish and offended others. Therefore it is necessary to note some of the characteristics of people who have good interpersonal relationships, as stated by Suranto (2011: 28).

Know closely

This means that the parties involved in interpersonal relations to know each other intimately, because not only get to know the identity of the subject such as name, address, marital status, and employment. But more than all that, the two sides know each other beberbagai other side of life.

Mutual require

Interpersonal relationships characterized by a pattern of mutually beneficial relationships are two-way and mutual need. At least both sides feel each other requires the presence of a person friends to interact, cooperate, mutual giving and receiving.

The pattern of interpersonal relationships

The pattern of interpersonal relationships shown by their attitude of openness between the two. Interpersonal relations are also marked by personal traits understanding between the two sides. Each is open so that it can receive the personal nature of the difference.

Cooperation

Cooperation will arise if people realize that they have the same interests and at the same time have sufficient knowledge and control of yourself to meet those interests .

The characteristics of interpersonal relationships is very important to know, to be able to foster good relationships with others, and to avoid anti-social attitudes such as dishonesty, theft, murder and other forms of crime. This is because people with low interpersonal intelligence is not willing to understand the feelings of others and their actions tend to affect other people.

Influence Factors Levels Interpersonal Relations

Suranto (2011: 30), describes several factors influence the levels of interpersonal relationships including the following:

Tolerance

Tolerance requires the willingness of each party to appreciate and respect the feelings of others ..

The opportunities are balanced

That is a sense of justice of the interaction will determine interpersonal relationships. When a person feels the opportunity is balanced, equitable opportunities, it will encourage these people maintain unity.

Respect others

This attitude requires the understanding that each person's dignity.

The attitude of support, not defensive

Being supportive (sportsmanship) means the approval of others.

Openness

Open attitude is the attitude to open up, say about his situation in an open and candid. Openness in communication will eliminate misunderstanding and fraud

The joint ownership of the information

The quality of interpersonal relationships are also affected by the common ownership of the information.

Trust

Trust is a feeling that there is no danger of another person in a relationship.

Familiarity

Familiarity is the fulfillment of needs for affection, closeness and warmth.

Alignment

Alignment, or the same position for both parties. Alignment is adhesive maintaining harmonious interpersonal relationships, because in parallel to the high it will dijunjungan justice.

Control or supervision

So that interpersonal relationships are well preserved, it is necessary to control the form of caring.

Response

The response is a provision in response. Natural law says if there is action there will be a reaction .

The emotional atmosphere

Emotional atmosphere, is the harmony of the emotional atmosphere when communication is in progress, indicated by the relevant expression ..

Based on the theory of factors affecting interpersonal relations, it can be concluded that the grade or quality of interpersonal relationships have ups and downs. At any given moment is at a good level marked by harmony, togetherness, and a pleasant cooperation, but at other times may lead to a level of less well characterized by their differences and disappointments.

Interpersonal Intelligence Components

Goleman (2006: 17) points out: "Interpersonal intelligence composed by two components, namely the social awareness and social facilities". Social awareness is a skill to understand the thoughts and feelings of others. Social facility that is how we interact with others.

The components of interpersonal intelligence by Goleman (2006: 17-18) can be described as follows.

Social Awareness

Basic empathy: the ability to read non-verbal cues given by others. Such as tone of voice, facial expressions and other emotional signals.

Alignment: the ability to listen and pay attention to the full what was said by others

so that we can provide an appropriate response.

Empathic accuracy: The ability to understand the thoughts and feelings of others through non-verbal language that it provides. So it will make us more accurate in sensing and understanding the thoughts and feelings of others.

Social cognition: the ability of individuals to understand and choose what the right thing to do in different situations although there are no written rules about it. Social cognition will help people in solving social dilemmas such as how to make new friends in a new environment.

Social Facilities

Synchronization: the ability of individuals to interact with using non-verbal language.

Presentation of self: that is how people present themselves effectively when interacting with others. One aspect of self-presentation is charisma.

Influence: the ability to influence others to do something using the words carefully and is able to control themselves.

Concern: namely our concern for others. The more we care for others, the greater our willingness to sacrifice our time and energy to help these people.

Definition of Parenting

Pattern foster parent is a pattern of behavior that apply to children and are relatively consistent over time. This pattern of behavior can be perceived by the child in terms of negative and positive. (Rusdijana, 2006: 99). Furthermore, according to Ormrod (2008: 94), that: "Parenting is the common behavior patterns that are used parents in caring for their children". Another opinion was also expressed by Kohn (in Muallifah 2009: 33), that: "Parenting is the way parents interact with the child which includes providing rules, prizes, penalties, giving attention, as well as the responses of parents of each child's behavior". Correspondingly Theresia (in Muallifah 2009: 33), also stated that: "Parenting is a pattern of interaction between parent and child".

Miscellaneous Parenting Parents

Baumrind (in Santrock 2007: 47), divides parenting into three kinds, namely:

Parenting Authoritarian (authoritarian Parenting)

Authoritarian parenting style is to restrict and punish, where parents urge their

children to follow directions and respect the work and their efforts.

The characteristics of authoritarian parenting by Baumrind (in Muallifah 2009: 34), as follows 1) treating children with firmly; 2) punishing children who are considered not in accordance with the wishes of parents; 3) lack of affection; 4) less sympathetic; 5) Easy to blame all the activities of children especially when children wanted to be creative

Democratic Parenting

Democratic parenting is a pattern that encourages children to be independent but still applying the limits and controls on their actions.

Based on the theory it can be concluded that the parents were democratic to be open, flexible and provides the opportunity for children to grow and develop with the rules of rational, parents thus have a close relationship with his children, and always encouraged his son to get involved in make regulations and implementing regulations with full awareness.

The characteristics of a democratic parenting style according to Baumrind (in Muallifah 2009: 35), as follows 1) rights and obligations between the child and the parents are given a balanced manner; 2) complement each other, parents who receive and engage children in making decisions related to the interests of the family; 3) having a high level of self-control and requires children to act on the intellectual and social levels according to age and ability; 4) provide explanations and reasons for the punishment and prohibition given by parents to children; 5) always support what is done by a child without restricting all its potential and creativity, while still guiding and directing the children.

Permissive Parenting (Permissive Parenting)

Permissive parenting is a pattern where the parents are very involved with the child but little demanding or controlling them.

Based on the terms of permissive parenting proposed by Baumrind (in Santrock 2007: 47), it can be concluded that permissive parenting is the treatment of parents interacting with their children by giving leeway or freedom without control or supervision strict. Parents who permisf will give full freedom to his children to act in accordance with his wishes. Had the parents make a particular regulation, but the children do not agree or do not comply, then the permissive parents tend to be caving in and will follow the will of their children. The

characteristics of permissive parenting by Bumrind (in Muallifah 2009: 35-36), as follows: 1) parents give children freedom to the widest possible; 2) kids are not required to learn to be responsible; 3) children are given the same rights as adults, and given the widest possible freedom to organize themselves; 4) the old man was not much to regulate and control, so that children are not given the opportunity to be independent and self-regulating, and given authority to control himself.

Meanwhile, according to Dariyo (2007: 207), that the characteristics of permissive parenting, namely: (1) it has no rules in the family, (2) allow what do children, (3) parents keep my child's will, (4) the parents are not care and tend to give wide freedom to the child.

Factors Influencing Parenting Parents

According to Maccoby and Mc Loby (in Suparyanto 2010: 97), there are several factors that affect parenting parents, including:

Social Environment

Social environment with regard to the social relationship or association formed by parents and children with the surrounding environment.

Education

Education means guidance or help given deliberately against students by adults so that he becomes an adult.

Religious values espoused parents

Parents have a strategic role in mentradisikan religious rituals, so that religious values can be instilled into the mind of a child.

Personality

Personality family members are very influential on a child's personality.

METHOD

In this study, researchers used a major instrument in the form of questionnaires (questionnaire). This technique is used to obtain data about the parents' parenting students interpersonal intelligence. Data collection is done by distributing a list of statements that correspond to the problem you want disclosed.

The questionnaire response categories as follows.

Analysis Research Instruments

An instrument is said to be valid if it is able to measure accurately and recognize certain symptoms. In this study, the validity test is done by using the formula calculation Product Moment with rough numbers stated Pearson.

This instrument reliability test using Alpha (Riduwan, 2005: 115) by calculating the value of the reliability of instrument

The analysis of the data used in this study are 1) Normality Test Data. Before analyzing the data, prior testing data normality (Sudjana, 2005: 193). Normality performed parametric. 2) Test Homogeneity. 3) Simple linear correlation. 4) Product Moment Correlation and Coefficient of Determination.

FINDING AND DISCUSSION
Description of Results

Data from this study in the form of scores obtained from measuring devices in the form of a questionnaire about the relationship between interpersonal intelligence with parenting parents at SMK Negeri 2 Gorontalo

This research using the techniques of statistical processing of testing the validity and reliability, data normality test, correlation analysis and simple linear regression. This processing is to obtain a numerical value of the relationship between interpersonal intelligence with parenting parents.

From the calculation results showed that X^2_{count} = -43,06 and X^2_{table} = 5,99. Apparently the results of the calculations showed $X^2_{hirung} < X^2_{tabel}$, wherein - 43,06 < 5,99 so that it can be concluded that the data variable X normal distribution.

From the calculation results showed that X^2_{count} = -15,19 and X^2_{table} = 5,99 Apparently the results of the calculations showed that $X^2_{hitung} < X^2_{tabel}$ wherein - 15,19 < 5,99 so that it can be concluded that the data Y variables normal distribution.

Based on regression analysis regression
Y = 38,47 + 0,13X

This result implies that there is a change (decrease or increase) in the variable X, which will be followed by a change (decrease or increase) the average of 0.13 in the variable Y. This means if there is a change in the indicator parenting parents, then followed by changes in the indicators of interpersonal intelligence. The regression equation can be expressed bebentuk linear or not.

Based on testing criteria for lenearitas test set out above that the F register is obtained from F <F (1-a) (k-2, n-k). If used real level of a = 0.05, F (1-.05) (19-2, 22-19) = 8.62. It turned out that the price of F count is smaller than F register (3.04 <8.62). It can be concluded from this regression equation is not linear-shaped.

Furthermore, to test the significance predetermined test criteria that F register can be obtained from F count> F register (1-a) (1, n-2) = If used the level of significance a = 0.05, F (1-.05) (1, 22-2) = 5.20. It turned out that the price of F count is smaller than F register (1.72 <5.20). It can be concluded that the linear regression equation was not significant (mean).

Based on the simple linear correlation test results are obtained as follows:

Based on the calculations, the price of a = 48.908 and b = 0.3102, then the linear line occurs at the intersection with the Y axis to the X axis as high as 48.908. Each increment X resulting in increased value Y at 0.3102. This means that if the value of the authoritarian parenting has increased by one point, it will be followed by an increase of 0.3102 on students' interpersonal intelligence.

The following chart authoritarian parenting relationships with students interpersonal intelligence.
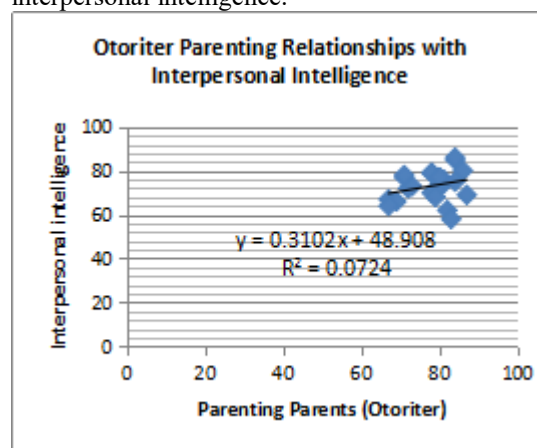
Graph 1. Authoritarian Parenting Relationships with Students Interpersonal Intelligence

Based on the calculations, the price of a = 55.79 and b = 0.1916, then the linear regression line occurs at the intersection with the Y axis to the X axis as high as 55.79. Each increment X resulting in increased value Y at 0.1916. This means that if the value of democratic parenting increased by one point, it will be followed by an increase of 0.1916 on students' interpersonal intelligence.

The following graph democratic parenting relationships with students interpersonal intelligence.
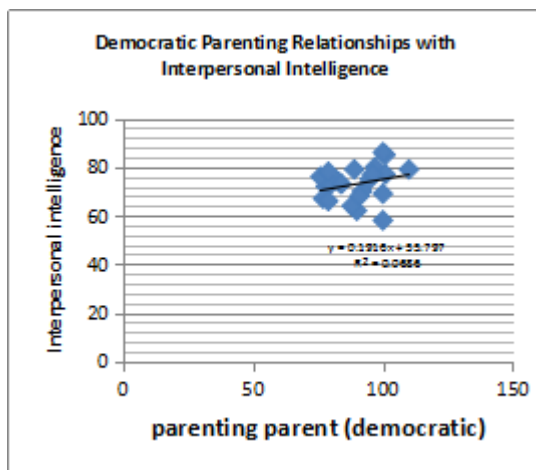
Graph 2. Democratic Parenting Relationships with Students Interpersonal Intelligence.

Based on the calculations, the price of a = 45.018 and b = 0.2961, then the linear regression line occurs at the intersection with the Y axis to the X axis as high as 45.018. Each increment X resulting in increased value Y at 0.2961. This means that if the value of permissive parenting increased by one point, it will be followed by an increase of 0.2961 on students' interpersonal intelligence.

The following chart permissive parenting relationships with students interpersonal intelligence.
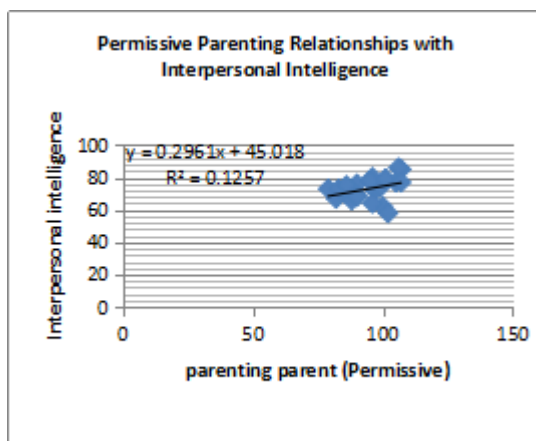
Graph 3. Permissive Parenting Relationships with Students Interpersonal Intelligence.

Based on the calculations, the price of a = 55.79 and b = 0.1916, then the linear regression line occurs at the intersection with the Y axis to the X axis as high as 55.79. Each increment X resulting in increased value Y at 0.1916. This means that if the value of democratic parenting increased by one point, it will be followed by an increase of 0.1916 on students' interpersonal intelligence.

Hypothesis Testing

Based on the calculation of the correlation between interpersonal intelligence variable (Y) and the parents' parenting (X) coefficient r = 0,767 and r^2 = 0,58. Significant test results obtained correlation coefficient t = 5.29. In the list on the real level of 0.01 was obtained. $t_{0,99(22-2)}$ $t_{0,99(20)}$ = 2,53. it turns out t_{count} = 5,29 greater than t_{table} = 2,53 or prices t_{count} are beyond the reception area H_0, these results concluded that H_0 rejected H_1 accepted. Thus concluded that a significant correlation coefficient.
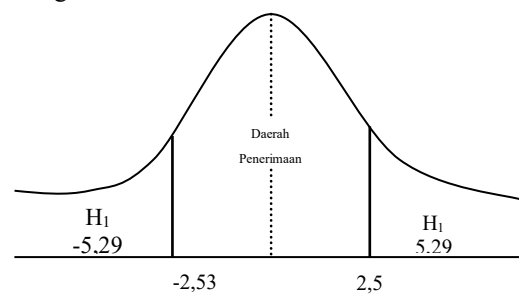
Figure 1: Curve Acceptance and Rejection of Hypotheses (X and Y)

Of the curve above shows that t_{count} = 5.29 is outside the reception area H_0. This means that there is a significant relationship between interpersonal intelligence with parenting parents. This can be evidenced by the curve above shows that t_{count} H_0 rejection is in the region, so it can be said that this hypothesis which states that "the relationship between interpersonal intelligence with parenting parents accepted".

CONCLUSION

This study shows the relationship between interpersonal intelligence with parenting parents amounted to 0.767 and the determination coefficient was 58%. This means that the 58% that occurred on student interpersonal intelligence is influenced by parenting parents, while the rest (42%) are affected by other factors including the social environmental factors, factors intellectual development, physical growth factors, and others.

Based on the analysis and hypothesis testing that has been done in this enelitian p, it can be concluded that the hypothesis that "there is a relationship between interpersonal intelligence with parenting parents on students at SMK Negeri 2 Gorontalo" unacceptable.

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IMPLEMENTATION OF THE BALANCED SCORECARD AS A PERFORMANCE MEASURE STKIP PGRI TULUNGAGUNG

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ABSTRACT

Competition between universities in the age of globalization is increasingly tight. Universities vying to improve its quality so that the confidence of customers, in this case prospective students is increasing. Therefore we need a performance measurement system that can be used by management to evaluate the performance and the performance of the existing business processes in college. The results of this evaluation will be very important to plan and determine the steps and strategies to achieve the strategic vision, mission, and goals of the institution. One method that can be used as a performance measure is balanced scorecard method. In the balanced scorecard, performance is not only seen from the financial aspect, but also other aspects beyond the financial aspects of the support and influence on the financial aspects, namely the customer, internal business processes, and learning and growth. Therefore, the purpose of this study is to implement the Balanced Scorecard method for measuring the performance STKIP PGRI Tulungagung.The end result of this implementation is a company scorecard is a scorecard (performance measurement tool) consisting of strategy, performance measures, targets to be achieved, which are grouped into each section in STKIP PGRI Tulungagung viewed from four perspectives on the balanced scorecard.

***Keywords:** performance measurement, balanced scorecard, college, STKIP PGRI Tulungagung, company scorecard*

The performance assessment is essential for universities who want to stay ahead and compete in both the national and global arena. To win the competition, the performance of an organization of higher education should reflect an improvement over a period eke next period. During this frequently used is the traditional performance measures that only focus on the financial sector alone.

These financial statements are the most widely used information as a basis for measuring the performance of organizations, especially financial performance. Accounting measures used are ratios, both relating to certain items in the balance sheet or income statement, either individually or a combination of the two reports (Munawir: 1998). It is with this consideration, the ratio is a measure of organization prospects for the future (Syafarudin: 1996). So there was a financial ratios such as liquidity ratios, leverage ratios, activity ratios, profitability ratios and other ratios (Riyanto: 1997). The financial measure is believed to be the primary measurement tool.

In the further development of performance measurement that exist now (just rely on financial measures) felt had to be changed. They then develop a performance measure new that is not only based on the perspective of financial (financial perspective) but also from the perspective of the customer (customer perspective), business process internally (internal business process perspective) as well as spending and growth (learning and growth perspective) (Kaplan Norton : 1992). Fourth perspective measurements are then known as the Balanced Scorecard (BSC).

BSC as well as traditional performance measurement still use financial measures such as the company's ability to generate profits, ROI, cashflows and others. These financial measures tell only a past event that is considered sufficient for the company's industrial era which considers that the ability of long-term investments and relationships with customers not meruapakan a critical success factor. BSC using a causal approach to try to trace that profits as a result of a series of strategies and elaboration of missions applied by the company. Performance measures the company's ability generated from the acquired customer loyalty because customers are satisfied with the products and services it receives (balanced with the sacrifice of issuance or customer value). Customer satisfaction (customer satisfaction) is caused by the quality (quality) products and services are delivered in a timely manner (on time delivery) at competitive rates or cheap (low cost). Products or services produced by the internal business processes that constantly innovate and repair (continouos improvement) in accordance with the wishes of the customer (customer needs). Furthermore, a successful internal business processes supported by the ability of employees increased as the empowerment of workers in the form of education and training.

Private university as an organization or a service company is expected to provide the satisfaction of services to students. Satisfaction is spearheading management success. Then it must be measured by the BSC approach. But in addition to

customer satisfaction, university performance can also be measured by the BSC (Financial perpective, Internal Process, Learning and Growth perpective).

Performance measurement is performed with further useful perspective Balanced Scorecard to translate the vision and mission of an organization including private university. This interpretation is important in order to formulate strategic goals and objectives which will then be operationalized into a work program. With the work program, the private university can increase its performance can further achieve the ideals embodied in the vision and mission.

Efforts to implement the concept of the balanced scorecard in performance measurement private university should be made to formulate appropriate strategies to improve the performance of private university is concerned.

As described in the background, this study will implement a balanced method scorecrad as a measurement of performance STKIP PGRI Tulungagung. The formulation of the problem to be solved by doing this research are:

How to measure performance and evaluate the performance of STKIP PGRI Tulungagung on four perspectives, namely financial, customer, internal business processes, and learning and growth.

To determine the extent of the use of perspective Balanced Scorecard in translating the vision, mission in Tulungagung PGRI STKIP strategy and efforts made STKIP PGRI Tulungagung to improve performance by implementing the strategy Balanced scorecard perspective.

Comprehensive measurement system that includes aspects of financial and non-financial aspects have been designed by Robert S. Kaplan and David P. Norton called Balanced Scorcard. Balanced Scorecard to educate management and organization to look at the overall company from four perspectives: financial, customer, internal business processes, and learning and growth.

Balanced scorecard consists of two words, namely the scorecard (scorecard) and balanced (balanced). The scorecard is a card that is used to record the score results of a person's performance / personnel and plan your score to be achieved in the future. The comparison between the plan defined by the actual results achieved are used to conduct the evaluation. While the word impartial shows that the performance of such personnel impartial measured from two aspects of both financial

and non-financial, long-term and short-term, internal and external.

In the balanced scorecard, there are four different perspectives of a company's activities to be evaluated, namely: a) the financial perspective; b) customer perspective; c) internal business process perspective; d) learning and growth perspective.

METHODS

This study is a qualitative research because it uses the Balanced Scorecard as a strategic implementation tool in the effort to improve the performance STKIP PGRI Tulungagung. A qualitative approach was selected in order to obtain a result that is closer to reality. This method was chosen because researchers have access into the object of research. Researchers also as a tool (instrument) research (Moleong, 2000: 4) because it can perform in-depth interviews (in-depth interviews) with the policy makers at an object, the full observation and cast as observers.

The focus of this research is a strategic effort to improve the performance STKIP PGRI Tulungagung with the perspective of the Balanced Scorecard. Target point of this research is the improvement of financial and non financial performance that is based on the financial perspective, customer perspective, internal business perspective and learning and growth perspectives.

The reason for choosing STKIP PGRI Tulungagung as field studies because, a) STKIP PGRI Tulungagung as organizations that provide public services and can be evaluated with the four perspectives of the Balanced Scorecard, b) the opportunities this research is done very effectively as any data of doubtful validity can be as soon as possible retested in the field. This is done because there is no longer distance between researcher and research subjects (key informant).

This study requires data between other
a. For financial perspective: the organization's strategy (STKIP PGRI Tulungagung) financial data such as financial statements for the level of income
b. For the customer perspective: student profiles by region of origin, student profiles of workers and not workers, the development of the number of new students, the level of student satisfaction, the number of student development
c. For internal business perspective: the development of the number of majors or courses of study, the activity of lecturers, the number of use of the method, the use of media, the proportion of curriculum and courses, workshops curriculum implementation, the number of graduates, the number of average GPA of graduates, the addition of physical facilities

d. For learning and growth perspective: employee satisfaction index, kualias lecturers through education level, rank, teaching experience, age of faculty, administrative staff quality through the ages, levels of education, and work experience.

According Lofand and Lofland (Moleong, 2000; 112) that the primary source of data in qualitative research is that words and actions, the rest is additional data such as documents and others. Sources and data collection techniques in this research is interview and documentation.

Interviews were conducted by determining the key informant were selected by purposive sampling. Key informant who serve as a resource is led university to know the vision, mission and strategy STKIP PGRI Tulungagung for the future. Interviews will also be conducted to the employees who will be selected by purposive sampling to determine the level of understanding of the vision, mission and strategy of the organization (PGRI STKIP Tulungagung) . The interviews were conducted with unstructured interviewing (Moleong, 2000; 138). Unstructured interviews will be conducted with no formal interviews. This interview was conducted so that the respondent was not awkward in expressing the truth. These conditions must be maintained because of the reliability and validity are important in the implementation of the study.

Documentation is done by documenting evidence about the number of students in the last four years, the market segment STKIP PGRI Tulungagung, the amount of training and rank which is owned by the employees.

After getting the required data then the data analysis steps are as follows:

a. Knowing the vision, mission and strategic goals STKIP PGRI Tulungagung then clarify and break them into four perspectives Balanced Scorecard
b. Determine the strategic objectives and performance measures, which are grouped into each perspective. Performance benchmarks used to measure the success of strategic objectives, which in this study are grouped into Lag Indicators as a measure of achievement of success of the organization, and Lead Indicators as a measure of performance triggers
c. Setting a target for every existing measures and alternative strategic initiatives that can help achieve the intended target, strategic initiatives can be re-engineered and work programs
d. Make the appropriate balance scorecard models and simplify the application, so it can

show the relationship between each perspective shown by the analysis of causality

RESULTS AND DISCUSSION

In general, the implementation of a balanced scorecard in STKIP PGRI Tulungagung as an educational institution refers to the strategy adopted. Prior to implementing the existing framework, this chapter is defined vision, mission, goals, and strategies of STKIP PGRI Tulungagung and parts in STKIP PGRI Tulungagung as the basis for determining the performance measures and targets to be achieved in accordance with the section responsible for achieve its vision and mission.

Measurement Performance with Balanced Scorecard

Performance measurement can be done by doing the translation process in the balanced scorecard to measure performance. The process can be carried out by translating the vision, mission, goals STKIP PGRI Tulungagung into three areas 1) What financial goals STKIP PGRI Tulungagung?; 2) what is critical to providing value to the consumer? ; 3) What do the STKIP PGRI Tulungagung in serving customers and how to attract and serve these consumers?. Based on these three things it will be associated with each perspective in balanced scorecard.
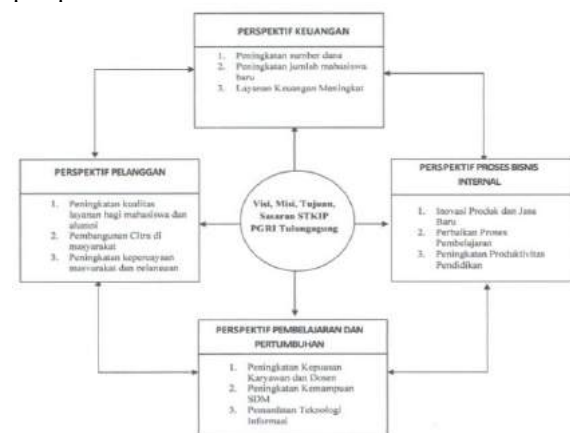
Gambar. 4-2. Tujuan Strategis Melalui Pengukuran Balance ScoreCard di STKIP PGRI Tulungagung Sumber : Data yang diolah

If the image above and the discussion of the four perspective Balanced Scorecard described more fully into strategic objectives, benchmarks, targets and strategic initiatives can be presented in Table 1 below:

Tabel 4-1

Rancangan Model Balance ScoreCard di STKIP PGRI TULUNGAGUNG

Tujuan Strategis	Tolok Ukur	Target	Inisiatif Strategis
Perspektif Keuangan 1. Meningkatkan sumber dana untuk kegiatan operasional dan pembangunan 2. Menggali sumber dana di luar sumber dana utama 3. Meningkatkan jumlah mahasiswa baru 4. Meningkatkan layanan keuangan kepada stakeholders	1. Peningkatan sumber dana sebesar 25% per tahun 2. Peningkatan sumber dana di luar sumber dana utama 3. Rasio pendaftar dibanding diterima 5 : 1 4. Peningkatan layanan keuangan kepada stakeholders	1. Meningkatnya sumber dana sampai 25% per tahun 2. Meningkatnya sumber dana diluar sumber dana utama sebesar 10% per tahun 3. Mulai tahun akademik 2012 – 2013, laporan keuangan unit kerja lebih transparan dan akuntabel 4. Pada empat tahun mendatang, semua stakeholders terlayani dengan baik	1. Peningkatan sumber-sumber keuangan utama 2. Peningkatan sumber-sumber diluar sumber dana utama dan dana-dana hibah 3. Penyusunan aturan- aturan keuangan tentang laporan keuangan yang transparan dan akuntabel 4. Melakukan inovasi- inovasi terkait dengan layanan keuangan 5. Memberikan kemudahan informasi kepada calon mahasiswa baru
Perspektif Pelanggan 1. Peningkatan kualitas layanan bagi mahasiswa dan alumni 2. Peningkatan kepercayaan masyarakat dan pelanggan lainnya 3. Pembangunan citra di masyarakat	1. Peningkatan kepuasan mahasiswa 2. Kemampuan meningkatkan kerjasama dengan pelanggan	1. Meningkatnya kepuasan mahasiswa sampai 50% selama setahun 2. > 80 % mahasiswa lulus tepat waktu 3. Meningkatnya kuantitas mahasiswa baru 5% per tahun 4. Telah dilakukan sepuluh kerjasama di bidang penelitian dan pengabdian pada masyarakat	1. Melakukan pelatihan service excellence bagi semua karyawan 2. Melakukan survey secara berkala terhadap kepuasan mahasiswa 3. Melakukan publikasi sampai lingkup Jawa Timur 4. Melakukan kerjasama dengan pihak eksternal dalam bentuk program penelitian dan pengabdian pada masyarakat
Perspektif Proses Bisnis Internal 1. Inovasi produk dan jasa baru 2. Perbaikan proses pembelajaran 3. Peningkatan produktivitas pendidikan	1. Jumlah inovasi produk dan jasa baru yang dihasilkan 2. Rata-rata IPK mahasiswa 3. Pemeliharaan dan peningkatan sarana dan prasarana 4. Parameter rata-rata waktu tunggu mendapatkan pekerjaan	1. Jumlah program studi baru yang dibuka sebanyak 4 buah 2. Peningkatan jumlah rata-rata IPK 3,00 3. Waktu mendapatkan pekerjaan maksimal enam bulan	1. Melakukan riset terhadap program studi yang diminati 2. Meningkatkan suasana akademik dengan pelatihan, seminar, diskusi, dan program lainnya 3. Meningkatkan sarana dan prasarana untuk perkuliahan, administrasi, dan layanan 4. Menjalin kerjasama dengan dunia industri terkait untuk program magang

Tujuan Strategis	Tolok Ukur	Target	Inisiatif Strategis
Perspektif Pembelajaran dan Pertumbuhan 1. Peningkatan kepuasan karyawan 2. Peningkatan kemampuan SDM 3. Pemanfaatan Teknologi Informasi	1. Tingkat indeks kepuasan karyawan 2. Jumlah peningkatan kualitas SDM 3. Jumlah teknologi informasi yang dihasilkan	1. Indeks kepuasan karyawan mencapai 4,00 dalam empat tahun 2. Dimilikinya sertifikasi profesi dosen rata-rata 15% per tahun 3. Semua karyawan telah mengikuti pelatihan administrasi dan service excellence 4. Semua karyawan dapat menjalankan dan memanfaatkan program aplikasi komputer sesuai bidang kerjanya	1. Membangun sistem jenjang karir 2. Menyusun sistem kompetensi 3. Menyusun sistem reward and punishment yang adil 4. Memotivasi dosen untuk meningkatkan jenjang kepangkatan 5. Menyelenggarakan pelatihan administrasi dan service excellence 6. Mengembangkan teknologi dan sistem informasi 7. Melakukan pelatihan teknologi informasi terkini

Sumber : Hasil Analisis

CONCLUSION

Based on the research results can be concluded as follows: a) Preparation of Balance ScoreCar d framework can assist in translating the vision and mission into objectives, benchmarks, targets and strategic initiatives. It is important for all organizations including STKIP PGRI TULUNGAGUNG will always be able to provide educational services to the community; b) application of Balance ScoreCard in STKIP PGRI TULUNGAGUNG done by analyzing the vision, mission and strategic goals STKIP PGRI TULUNGAGUNG which is then translated into the strategic measures, targets and strategic initiatives. It is expected to provide measures in the form of a program of work-work programs that can improve the performance STKIP PGRI TULUNGAGUNG overall in achieving the vision, mission and strategic goals STKIP PGRI TULUNGAGUNG; c) measurement of the balanced scorecard in STKIP PGRI TULUNGAGUNG done with four perspectives namely financial perspective, customer perspective, internal business processes, and learning and growth perspective. The results were as follows:

1) Financial perspective: (a) Increased funding sources for operations and development as indicated by the increase in funding sources by 25% per year; (b) Dig a source of funds outside of the main funding sources are indicated with an increased source of funds outside the main source of grant funds; (c) Improving the accountability and transparency of financial management indicated by can diverifikasinya financial report unit up to the evidence base; (d) Improving financial services to stakeholders indicated by an increase in services to stakeholders and financial services innovation; and (e) provide ease of information for new students

2) Customer perspective: (a) Improving the quality of services to students and alumni as indicated by the increase in student satisfaction; (b) Increased public confidence and more ditunjukka customers with the ability to increase cooperation with other customers

3) Internal Business Process Perspective: (a) Innovation new products and services as indicated by the number of product innovations (in the program) and the new services generated by STKIP PGRI TULUNGAGUNG; (b) Improving learning process as indicated by the increase in the average GPA of students, the average acceleration time of completing the study; (c) Increased productivity of education shown by

the improvement of facilities and infrastructure, and an increase in the average waiting time to get a job
4) Learning and Growth perspective: (a) Increased employee satisfaction shown by the increase Employee Satisfaction Inde; (b) Increased human resource capacity indicated by the number of improving the quality of human sumbe; (c) the use of information technology as indicated by the number of produced and utilized technology

Suggestions

In order to implement the Balanced Scorecard in STKIP PGRI TULUNGAGUNG required commitment and support of all employees ranging from top management to employees at lower levels. It should also be followed by a paradigm shift all employees on the balanced scorecard concept of customer satisfaction and employee satisfaction. Dissemination of the concept of the balanced scorecard should do before applying these concepts in performance measurement. STKIP PGRI TULUNGAGUNG must have a planning and development agency specifically tasked to formulate the vision, mission, goals and strategic objectives to further facilitate coordination with all work units. The organization also coordinates the annual work program all work units based on a strategic plan that has been set. But these institutions need to be supported by all the units so that the functions of management of the organization to run smoothly. To be able to know the progress in the implementation of the Balance ScoreCar d review mechanism effective and efficient must be established so that the organization regards the achievement of specific benchmarks and analyzes it to find the cause of problems and make necessary improvements

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DEVELOPMENT PATTERNS IN EDUCATION BASED CHARACTER TO NAVAL ACADEMY OF NAVY OFFICERS HIGH QUALITY

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Lembaga : …..
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ABSTRACT

AAL is boarding school, that is University what students study and stay in AAL so whole education component kognitive, affective and psikomotor developing in AAL. The problem how education character-based pattern in AAL can shape AAL's officer who high quality? Reseach methode is descretive developmental, how to analyze it by comparing two standard mixed analysis external and internal factors. The result is education character-based models in AAL. In the model can be explained that to produce the ability officer high-quality it is necessary to form the necessary to form the caracter which is based on Pancasila, trisila, Sapta Marga, hree darma santhy, oath soldier, smart, 8 must army, skilled, 6 pillars of ethics, and 11 principle leardership. In shaping the character are preceptor, theacher, leader, family and senior taruna. Character education delivery begins moral knowing is taught the concept so taruna in the process of t, followed by moral felling is fell and accustom so taruna in the responding and valuing process, the ending moral behavior is used to perform as organization process. If it is accustomed shape character. The results of external and internal analisys is main strategi develop patten of character-based education and create curriculum integreted teaching, training and nurture.

Keywords: *education character-based pattern, Taruna, moral knowing, moral felling and moraleducation character-based patternl behavior.*

Naval Academy (AAL) is an institution organizing the first educational academy level in the form of vocational under the Chief of Naval Staff (Kasal) which has the main task was to educate the cadets to become officers of Young Indonesian Navy (TNI AL) which has devotion intact to God Almighty and the spirit of patriotism and fighting spirit of Pancasila and SaptaMarga based on the doctrine of the soldier's Oath, 8 Mandatory Army, Navy Trisila and uphold the Dharma Shanty Hree guidelines. Besides, cadets must have the provision of the latest scientific and professional skills naval soldiers in the scope of the initial assignment in Warship of the Republic of Indonesia (KRI) as well as a battalion of Marines. Furthermore, they also must have the provision of managerial and leadership capabilities as a potential leader of Army / Navy of the future. The AAL main tasks are aligned with the achievement of the vision of the Navy, namely the creation of the Navy a reliable and respected through the organization, system, device, and program and the education process ,

AAL is a university in the form of boarding school is a boarding school where all students study and live in a dorm AAL. With this pattern, the well-rounded education in science (academic), skills and attitudes (characters) that formed all obtained from AAL. Therefore, their activities are not only learning academic material either theory or practice, but also how to behave in life with friends the other, with the personnel AAL ranging from members up to the top officials of AAL, in this case required habituation good attitude as provision of their future social life. Therefore education should pay attention to character education AAL cadets,

AAL as a form leaders of the Navy in the future, have a great responsibility to the quality of its graduates. When the high-quality graduates then the Navy in the future will experience a glorious period and vice versa. Vision Navy to be big, strong and professional will be achieved, one of them if the AAL able to produce high quality graduates, both of intellectual abilities, skills and character. Given that a person's character will color pattern of attitudes, course of action as well as the mindset of someone like John Dewey makes moral philosophy as the basis for developing theories of education. The basic concept of moral education of Dewey are moral considerations in the assessment process and practice.

Moral philosophy is a fundamental part of Dewey's theory of education. Dewey, like Peirce and James, held that creative imagination, reflective thought, and action should be central features of experimentation in education. In fact, the process of moral judgment of Deliberation or practice is a core concept for Dewey's moral education.

Based on the above, it is in the AAL is necessary to develop the patterns of education integrated character-based, to begin to consider the factors that affect the process of the formation of character Taruna up to assess the applicability of the characters that appear on Taruna in everyday life both on campus and in the family and society. With still trying to guide when known Taruna has not been able to practice good character as expected.

Character education has become a major issue in the national education system. National Education Day in 2011 has emerged a theme that reads "Character Education as a Pillar of the National Awakening; Earn Achievement uphold Budi Character ". In commemoration of the Minister of National Education (Education), Mr. M. Nuh said that starting in the 2011/2012 academic character-based education will serve as a national movement, starting from early childhood education (ECD) to the College, including education informal and non-formal. In a statement the minister said that the characters are trying to build not only a character-based self-glory alone but simultaneously build the character of glory as a nation and state of Indonesia , In Big Indonesian Dictionary character is defined as nature; psychological traits, morals or manners that distinguish one person to another, or in other words referred to as character ,

Education and character formation process is something that can not be separated. Character as a character, character, character, or personality is a result of the internalization process various virtues (virtues) who believed and used as a basis for perspective, think, act, and act , Characters show ways of thinking and behaving that is characteristic of each individual to live and work, both within the family, community, nation and state.

Given the importance of character education in shaping the good morals of Youth, it is important to develop a pattern in the AAL character-based education as an

educational institution that prints candidate AL leader in the future.

Before we discuss about character education, we note the significance of education based Law of the Republic of Indonesia Number 20 of 2003 on National Education System (Education) is a business that is conscious and planned to create an atmosphere of learning and the learning process so that learners can actively develop her potential, to have the spiritual power of religion, self-control , personality, intelligence, character, and skills needed him, society, nation and state. In this Act the implementation of compulsory education holds several principles, among others, education was held in a democratic and fair and not discriminatory to uphold human rights, religious values, cultural values, and the diversity of the nation with a systematic unity is open and the systemic. In addition, in its implementation should also go through the process of acculturation and the empowerment of learners that last a lifetime with an ex- ample, the willingness to build, and develop the creativity of learners. In Section 3, states that the national education serves to develop the ability and shape the character and civilization of the nation's dignity in the context of the intellectual life of the nation. That role is spelled out explicitly in the objectives of national education is to develop students' potentials to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible , Based on the function and purpose of national education, it is clear that education at all levels and types should pay attention not only form of intelligence but also shape the character of the students.

Strengthening moral education (moral education) or educational character (character education) in the current context is very relevant in addressing the moral crisis that is sweeping our country. Such crisis in the form of increased promiscuity, rampant levels of violence children and adolescents, crimes against playmates, theft teens, the habit of cheating, abuse of drugs, pornography, destruction of property of others until the cases of corruption and bribery has become a problem social, which until now could not be solved completely. Because of this, we see the importance of character education.

According Lickona (1991), deals with the concept of moral character (moral

knowing), moral attitudes (moral feeling), and moral behavior (moral behavior). Based on these three components can be stated that the characters are well supported by the knowledge of the good, the desire to do good, and do deeds of kindness.

Simply put, the character education can be defined as any attempt to do for mempegaruhi character of students or learners. Lickona also explained that the definition of character is as a deliberate attempt to help someone so that one or the student can understand, pay attention, and do the ethical values at the heart of life.

Figure 1. Relationship Chart Component Characters
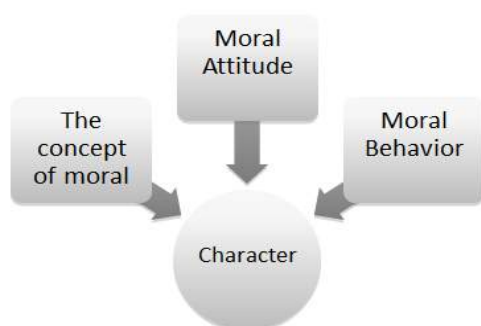
Moral development, Kohlberg's theory menururt is internalizing the developmental changes of behavior controlled externally into behaviors that are controlled internally.

Suyanto (2009) defines the character as a way of thinking and behaving that is characteristic of each individual to live and work together, both within the family, community, nation, and state.

Kertajaya (2010) describes the character as a characteristic possessed by an object or individual. The distinctive feature is the original and rooted in the personality or the individual objects, as well as a symbol of an engine that drives how people act, behave, say, and respond to a case.

According Kartono and Gulo (1987) Dictionary of Psychology stated that the character is personality in terms of the starting point of an ethical or moral, for example a person's honesty, and is usually associated with basic human nature relatively fixed.

There are 18 grains of the values of character education delivered by the Centre for Curriculum Research and Development Agency Ministry of National Education, namely religious, Honesty, Tolerance, Discipline, Work Hard, Creative,

Independent, Democratic, Curiosity, Excitement Nationality, Cinta Tanah Air, Rewarding Achievement , Friendly / Communicative, Love Peace, Joy of Reading, Environmental Care, Social Care and Responsibility.

Figure 2. Values Character Based on National Culture

Character education has been a concern to many countries in order to prepare the next generation of quality, not only for the benefit of individual citizens, but also for members of the community as a whole. Character education can also be interpreted as an attempt to deliberate on all dimensions of life that exists in educational institutions to assist the formation of character optimally to a student or students. Character education requires appropriate methods in its application for educational purposes can be achieved. Among the appropriate learning method is an exemplary method, habituation, and praise and punishment.

Civilizing Budi Character hereinafter abbreviated as PBP is an activity habituation positive attitude and behavior at school starting from primary school; for SMP, SMA / SMK, and special education school on the path starting from the orientation of students until graduation from the institution in question.

Basic implementation of PBP is based on the consideration that they neglect the implementation of value-niai humanitarian grounds stemming from Pancasila is still limited to the understanding of the value in the conceptual level, have not materialized into actual value in a fun way in the school environment or educational institution, families, and communities ,

Activity Growth Movement Budi Character in Education Institutions through habituation-conditioning, among others 1) cultivate moral values and spiritual; 2) develop national values and diversity; 3) promote positive interaction between learners

and teachers and parents; 4) promote positive interaction between learners; 5) taking care of themselves and the school environment; 6) develop self-potential learners in their entirety; 7) Involving parents and communities in school

Figure 3. Character Development Model
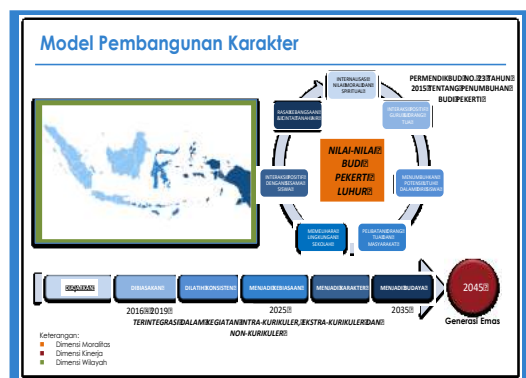
Character education is placed as the basis to realize the vision of national development, namely to realize a society that has high morals, ethics, culture, and based on the philosophy of Pancasila. It is both a bid to support the realization of the ideals as mandated by Pancasila and the 1945 Constitution Preamble In addition, the problems faced by our nation today is more encouraging and the government's efforts to prioritize the education of characters as the basis for the development of education. The spirit was implicitly affirmed the National Long-Term Development Plan (RPJPN) 2005-2025, in which the government makes character development as one of the priority programs of national development, Implementation Guide Character Education Ministry of National Education will be used as Standard 1 in the development of parenting based on AAL kararter.

Efforts to establish the character according to the nation's culture is certainly not solely conducted in the school through a series of learning activities and out of school, but also through habituation (habituation) in life, such as: religious, honest, disciplined, tolerant, hard work, love peace, responsibility, and so on. Habituation is not only to teach knowledge about things that are right and wrong, but also be able to feel the value of good and bad, and is willing to do so from the smallest sphere like a family up to a wider coverage in the community. Those values need to be nurtured learners who will ultimately be a

reflection of the nation of Indonesia. Therefore, school or educational institution has a very large role in the development of character education for the role of the school or educational institution as a center of cultural development approach civilizing through school (school culture) ,

Book Character Education Implementation Guide created by MONE is addressed to all parties at any educational institution both formal and non-formal through a series of planning, implementation and assessment is comprehensive. Planning at the unit level of education is essentially a strengthening in the preparation of Unit Level Curriculum (SBC). Meanwhile, implementation and evaluation of not only emphasizes the aspect of knowledge, but also attitudes and behavior that ultimately may form a noble character ,

Based on the above guidelines, we can conclude that the implementation of character education: 1) not only done at school but in the family and society. This means that school parties must also cooperate with parents and community in menbentuk character of students; 2) done by habituation in life to cultivate the religious soul, honesty, discipline, tolerance, hard work, love of peace, responsibility, respect, and so on. This means that every teacher should stimulate the learning activities of these characters appear as well get used to it to do so in each learning activity; 3) cultivated on learners who would eventually become a reflection of the nation of Indonesia. This means that character education should be provided from the levelmoral concepts (moral knowing), moral attitudes (moral feeling), up to moral behavior (moral behavior).

Level One: Reasoning Prakonvensional.

Reasoning Prakonvensional is: the lowest level in Kohlberg's theory of moral development. At this level, the child showed no internalization of moral values. Moral reasoning is controlled by external rewards like (reward) and penalties: a) Phase I. Orientation and ketaatanYaitu punishment: at this stage of moral reasoning is based on punishment and obedient children because adults requires them to obey; b) phase II. Individualism and tujuanPada this stage of moral reasoning is based on rewards (prizes) and his own interests. Children obey if they are to obey and when to best interests are obedient. What is true is what felt good and what is considered to produce the prize.

Level Two: Conventional Reasoning

Conventional reasoning is an intermediate level of individual internalization where someone is obeying standards (Internal) specific, but they do not obey the standards of others (external) such as the elderly or the rules of society. a) phase III. Norms InterpersonalYaitu: where one appreciates the truth, concern and devotion to others as the foundation of moral considerations. A child expects appreciated by the parents as the best; b) Level IV. Morality System SosialYaitu: where a judgment was based on understanding social rules, laws, justice, and duty; c) level Three: Reasoning Pascakonvensional. Namely: A higher-level thinking in which morality completely internalized and not based on other people's standards. A person familiar with acts of moral alternatives, explore options, and then decide on the basis of a code; d) phase V. People's rights versus the rights individualYaitu: values and rules are relative and that standards can vary from one person to another.

Affective is the ability of associated emotional aspects, such as feelings, interests, attitudes, adherence to moral and so on. Stages of development of attitudes (affective) by Bloom along with David Krathwol, among others: 1) Reception (receiving). Someone sensitive to a stimulus and a willingness to pay attention to the stimulus, such as the various stimulus given by the teacher; 2) Participation (responding). Levels include the willingness and readiness to actively pay attention and participate in an activity. This is stated in giving a reaction to stimuli that are presented, including approvals, availability, and satisfaction in your responses. 3) Assessment or determination Attitude (valuing). The ability to provide an assessment of things and carry themselves in accordance with that assessment. Start formed an attitude, accept, reject or ignore. 4) Organization (organization). The ability to establish a value system as a guide and grip in life. For example, placing a value on a scale of values and guiding in acting responsibly. 5) Formation Lifestyle (characterization by a value).

The ability to appreciate the value of life, so that the private property (internalization) becomes a real handle and clear in arranging his own life. Has a value system that controls their behavior so as to be a characteristic of his lifestyle.

Based on the script while the Operational Guidelines Book Parenting Navy Midshipman which will be used as a standard 2 in the development of character-based parenting in AAL .. Parenting is one of the programs in the implementation of Midshipman AAL education with the aim to enable the officers of the Navy future leaders of the spirit of Pancasila and SaptaMarga and have the spiritual power of religion, self-control, personality, intelligence, character and skills needed him, society, nation and state. So that the implementation of the parenting program Taruna in AAL can be a place of investment, growth, development, and strengthening of character, or referred to as the cultivation of character as expected.

Cultivation character can be defined as an activity to process a character in a person in accordance with the desired character. In terms of the empowerment of character, character cultivation term is more appropriate than the formation of character. On the cultivation of character, individuals are more positioned as the subject of activity and take an active role while in the formation of character, people tend to be placed as an object that is passive activity.

Some of the objectives of the cultivation of character especially in the sphere of educational institutions has several objectives: 1) embed and develop the values of life that are considered important and perlu thus becoming the personality or ownership typical learners as values are developed; 2) correcting and erode the behavior of learners who do not conform with the values developed by the educational institution; and 3) strengthen a harmonious relationship with the family and community responsibility in acting collectively cultivating character.

Cultivation character in AAL should be able to facilitate the growth, development, and strengthening certain values so manifest in the behavior of students or cadets, both at the time participating in education and after graduation education. Growth and development have meaning that cultivation of character in the sphere of educational institutions is not just a dogmatization value to learners, but a process that brings learners to understand and reflect on how a value becomes important to be realized in everyday behavior. Therefore, based on the results or output cultivation of character in

the scope of educational institutions at all levels, or tiers, then graduated from that institution will have a number of typical behavior as the values referenced by the institutions.

METHOD

This research is the development of that the development pattern of character-based education in the naval academy. This study is descriptive, so including descriptive developmental research.

This study consisted of 2 (variable) is a pattern of character-based education and officers of the Navy are of high quality. Navy officer variable indicators of high-quality, user guide parenting AAL cadets are: 1) able to lead well in accordance with the principles of leadership AL; 2) spirit of Pancasila; 3) able to apply SaptaMarga; 4) has the spiritual power of religion as well as be able to uphold the oath of soldiers; 5) able mengendalian reproach myself for not doing (Hree Dharma Santhy) 6) having a good personality, according Tri Sila; 7) intelligence in the work and decision-making; 8) Noble / 6 pillars of ethics (honesty, honor, responsible, fairness, caring, citizenship); 9) have skills that menunjuang profession; 10) useful for himself, family, community, nation and state in accordance with the 8 compulsory military

Data taken in this research is data on indicators of officers of the Navy are of high quality, which is the source of the script while we take Implementation Guidelines for Parenting Books Midshipman Navy. As for the data on the pattern of the source of character education we take from Implementation Guide Character Education Ministry of Education and several litelatur that support is in the basic theory.

Based on the type of research that is descriptive developmental then analyze it according to SuharsimiArikunto way is by comparing with a criteria / standards that have been defined in advance at the time of preparing the study design. In this study were used as criteria / standards to develop educational pattern is a character-based Character Education Implementation Guide Ministry of Education, while the criteria for determining high-quality officers is a script while the Operational Guidelines Book Parenting Navy Midshipman. Besides, this research analyzes also be combined with external factors and internal analysis

(SWOT) in order to analyze internal and external factors that exist in the AAL for the development of character-based education pattern in the AAL. So that in addition to the expected results is appropriate based on the standards that are used also in accordance with the conditions of cadets AAL so it really can be applied (applicable).

Figure 4: Design Research
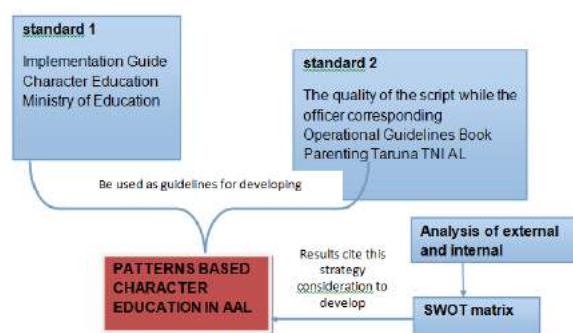
FINDING AND DISCUSSION
Character Education at Naval Academy

Naval Academy (AAL) as a first educational institution that produces graduates Officers of the Navy has a goal of educating cadets / Taruni become Officers of the Navy spirited fighters Pancasila and SaptaMarga and have the ability to use and practice the knowledge and skills according to the demands of the technical functions directed on the scope of work in the initial assignment in Warship of the Republic of Indonesia (KRI) and the Marine Corps battalion and be able to develop the person as a cadre of future leaders of the Navy.

In order to achieve the educational goals, the administration of education in AAL is divided into three aspects of activities, namely teaching, training, and parenting. The third aspect of this activity is an integral and round and intact and complement each other and depend on each other to produce students that professional.

Activity care itself is an integral part of the process mentioned above, other than for the purpose of achieving the establishment and development aspects of attitudes and behavior, activities of care must also be able to optimize the achievement of mastery aspects of knowledge and skills and mastery of aspects kesamaptaan bodily accordance with the demands of the original purpose of education. Therefore, the perception in the AAL today that parenting is responsible for

the formation of the character of the cadets it is wrong.

AAL character education in a boarding school is not new, but it is a thing long ago been implemented specifically in the care factor which is the direct responsibility of the regiment commander (danmen). Therefore, some concepts about the character already exists in the AAL, including:

Three domains of ability cultivation of character, namely a) Excellence. Excellence is the attitude that allows one to always give their best in every opportunity and his work. Someone who has the attitude of excellence will always be a role model of society because the people generally believed to be a leader in its field; b) professionalism, Professionalism is an attitude of discipline in the profession and the desire to always better in the developmental process of self in everyday life. professionalism as well as discipline in the profession that encourages a person to behave appropriately and in accordance with the circumstances and have sufficient capacity or look for a solution in the face of a problem; c) ethics, Ethics is the internalization of values is the key to being a human being who has the nobility of character. Ethical values are grouped into six pillars as follows: a) the first pillar, trustworthiness (honesty). Accustom to boldly defend the truth and do not lie; b) the second pillar, Respect (honor). Familiarize apply respectful towards others; c) the third pillar, Responsibility (responsibility). Familiarize discipline and responsible for the choices made and think before acting; d) the fourth pillar, Fairness (Justice). Familiarize not negatively prejudiced and do not blame others carelessly; e) the fifth pillar, Caring (concern). Familiarize act with compassion and caring for others; f) pillar sixth, Citizenship (nationality). Familiarize active role in developing the community or the environment.

The third domain of ability cultivation characters mentioned above, Excellence, Professionalism, and Ethics AAL currently only tend towards the establishment of professionalism in self Taruna, the pattern of education is based on the development of science and technology. This resulted in a process of education that is stagnant or not dynamic. The lack of emphasis on the values of Ethics made a phenomenon where a decline in military attitudes and mental kejuangan yourself Taruna. The decrease in

military stance and mental kejuangan this will cause effects on the development of human resources in the Navy completely and thoroughly with implications for not optimal educational process starting from cultivation of character, professional development, and sustainability attitude to always provide the best career path

Stages Character Cultivation

Stages of cultivation of the characters in the current AAL refers to the philosophy of agriculture which is then applied to the process of planting code on Midshipman AAL and through the stages starting from: 1) goal setting, which sets the type of plants to be cultivated or processed, are perennials, ornamental plants or other crops. Setting goals for a preliminary and important, because of negligence and mistakes in setting goals can result in losses that do not. Associated with the cultivation of character, then at this stage should be determined beforehand what type of character that will be implanted or dinternalisasikan of the individual self; 2) selection and seed selection, namely the activities of choosing or selecting a variety of seeds to obtain a superior kind. Superior seed will largely determine the quality of future plant and if there is a kind of poor seed, the crop yield is finally not as expected. Associated with the cultivation of character, at this stage should really be considered the selection of individuals for potential cadets who excel; 3) land management, that all efforts are aimed at conditioning the land so that the land becomes fertile and ready for planting. Associated with the cultivation of character, then at this stage necessary to create circumstances conducive and the active role of all parts of the system that enables the growth of the individual with good character; 4) planting seeds, ie planting of seeds that have been selected into the planting medium or land that has been managed well. At this stage to consider the factors that may affect the quality of crops, such as patterns, techniques and planting the correct way. Associated with the cultivation of character, this phase is planting activities or internalisai values on the individual who has been selected in an environment that is conducive to growth and development; 5) treatment plant, ie activities directed to keep the seeds that have been planted still grow in good condition, for example by means of regular watering, weeding of weeds or

weeds or spraying pesticides to kill pests. Associated with the cultivation of character, after the values instilled or internalized in the individual, then at this stage should be maintained so that the values of these growing figures and protected from the influence of negative values; 6) fertilization, an effort that is intended to grow the plants become more fertile by providing care in the form of artificial or natural fertilizer to the fields. Associated with the cultivation of character, in order to internalize the value of the flower-growing, better yet, it is necessary efforts to improve the environmental conditions conducive and contributive.

Of the six stages in the process of cultivation characters trying to apply to parenting Midshipman AAL currently there is a mismatch in the stages of Election and Selection Seed giving rise to the conclusion that the process of selection and seed selection is not really objectively in finding a seed or varieties as Midshipman AAL candidate. Of these stages resulted in a decreased quality of human resources, namely Taruna who will enroll in AAL thus impacted on optimal process of forming the character on Midshipman AAL to realize the officers of the Navy a reliable, respected, and have the particularity that they have the knowledge, the mental character kejuangan, and kesamaptaan good body.

Analysis of Factors Affecting Youth Character Education in the AAL

Factors that influence the character education Taruna in AAL not be separated from the 10 educational component AAL namely: 1) curriculum, 2) Package Instruction, 3) Educators, 4) educational personnel, 5) cadets, 6) Alins / alongins, 7) teaching methods, 8) evaluation of education, 9) educational facilities, and 10) the education budget. In this analysis, these factors grouped into external factors and internal factors.

External factors

Opportunity / Opportunity (O)

The Government of Indonesia in this regard through the Ministry of National Education has published officially Character Education Implementation Guide book that starts from the lowest level, ie elementary school (SD) to the level of Higher Education. Given this guide, it is expected of character education in Indonesia is conducted on an ongoing basis. This implies that the process of developing character values is a long process that starts from the beginning of learners entered until completion of an educational unit. Indeed the process is a process of strengthening and consolidation of previous education or an educational process from the lower to higher education. (Code: O1)

The government has launched a program to the Golden Generation 2045. From the government's program is expected to be the character of the golden generation will have a positive attitude, mindset essential, normative commitment, and competence abilitas that are based on Intelligence and Emotional Spiritual Quotient (IESQ). A positive attitude is the representation of the behavior of Pancasila values and human values. Essential mindset is behavior that is not only based on rational considerations and empirical evidence, but also through suprarasional. Normative commitment is faithfulness or loyalty based on the spirit within the person or internal. Abilitas competence is the embodiment of professionalism at the level of the art of leadership and military fields. And IESQ is as an educational program focusing on the development of intelligence of learners holistic or comprehensive. (Code: O2)

Experts from developed countries such as Britain and the United States have been conducting research and development of character education (character education) since the start of the 20th century or the 1900s. They highlighted the importance of character education that began at an early age or begin elementary school (elementary school) (Snedden, 1918). They also emphasized that character education will always be associated with the planting of moral values, ethics and good behavior (Arthur, 2005). Character education must be given by all subjects, the process of self-development, and cultivated through education unit. Character education must be present in each of the activities curricular, extracurricular and curricular. (Code: O3)

Threat / Threat (T)

The decline in patriotism and waning awareness in the life of the nation on the individuality of the people of Indonesia. This gives a negative impact on the implementation of character education programs. The fact that there is in today's society is quite alarming where horizontal and vertical conflicts characterized by violence and unrest appeared in all regions

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in Indonesia. A stronger sense of regionalism and primordialisme that tend to threaten the disintegration of the nation. Rampant corruption, collusion, and nepotism do not show reflux on the contrary it is growing as well as the forms of democracy are excessive and lead to forms of anarchism. (Code: T1)

Still limited understanding of the educators in general and in particular the Navy personnel who were in the educational institutions to implement character education programs pengembangkan this. The world of education that exists today show very alarming thing was striking where moral decadence among students. Behavior crashing ethical, moral, legal and common. A small example is often the case in the world of education today is the habit of "cheating" at the time of the exam. The desire to graduate and get a good value with a convenient way and without causing the students hard work trying to find and get an answer in a way unethical or all kind of ways. They tried to find a "leak answers" from multiple sources to get a graduation or a good value. The other thing is the assessment of students who are institutional initiated by teachers and school leaders who carried out systemically, the form of engineering or conditioning may be one example of the obstacles in the business application and development of this character education. (Code: T2)

Internal factors

Strength / Strength (S)

AAL education curriculum compiled by a team of Disdikal, AAL and from korpschip each corps. So it can construct in accordance with the needs of the navy, including if you want to incorporate character education into the curriculum AAL. (Code: S1)

The learners in this case is Midshipman AAL who already have a basic kararter good that has been cultivated since the early and sustained from the family environment, primary, secondary and communities until they enter into Midshipman AAL, making it easy for educators in AAL to drive to better characters. (Code: S2)

The existence of a psycho test during the recruitment of cadets, this can be used as media selection in choosing cadets who have basic personality that allows developed a cadet of a good quality. (Code: S3)

Alins / alongin in AAL representative, was very supportive when we implement character education of cadets. (Code: S4)

Their edutaiment method used by the department's leadership now in providing leadership in cadets training material can be used as the basis of the development of character-based education methods in the AAL. (Code: S5)

Their evaluation and value specifically for the care / personality can be used as the basis for developing an evaluation and assessment of character-based education of cadets in AAL. (Code: S6)

Their facilities as well as budget support in developing character-based education in the AAL. (Code: S7)

Weaknesses / Weakness (W)

Still have not found pengembangkan design curriculum that integrates the teaching and practice with parenting. (Code: W1)

Not all gadik / lecturer AAL understand that the lecturer is also responsible for educating / cultivate good character of cadets when they teach. (Code: W2)

Educators are also many who do not understand even he was impressed really do not feel that perlakukannya also affect the growth of the character of cadets. (Code: W3)

The learners in this case is Midshipman AAL who already have a basic kararter ugly that has been cultivated since the early and sustained from the family environment, primary, secondary and communities until they enter into Midshipman AAL, making it very difficult for educators in AAL to direct to better characters. (Code: W4).

Strategies Youth Character Education in the AAL

Factor analysis obtained several external opportunities (O) and threats (T), while for the internal factor analysis obtained some strengths (S) and weaknesses (W). Furthermore, to determine strategies for character education in the AAL cadets of factors Opportunities (O), threats (T), Strength (S) and weaknesses (W) mapped into the SWOT matrix , as follows :

Figure 5. SWOT matrix

IFAS / EFAS	STRENGTHS Factors strength (S1, S2, S3, S4, S5, S6, S7)	Weaknesses The factors of weakness (W1, W2, W3, W4)
Opportunies Factors opportunities (O1, O2, O3)	STRATEGY SO Create a strategy that uses the power to take advantage of opportunities	WO STRATEGY Strategies that minimize weaknesses For taking advantage of opportunities
Treaths Factors threats (T1, T2)	STRATEGY ST Strategies that use the power to overcome threats	STRATEGY WT Strategies that minimize weaknesses and avoid threats

Based on the SWOT matrix, is obtained several educational strategies characters in AAL as follows:

SO strategy

Based on the book Implementation Guide Character Education that starts from the lowest educational, namely Elementary School (SD) to the level of Higher Education, and some references of character education in developed countries, then in compiling curriculum AAL need to incorporate education Characters in Government support programs that have been launched a program towards the 2045 Golden Generation, with characters having a positive attitude, mindset essential, normative commitment, and competence abilitas that are based on Intelligence and Emotional Spiritual Quotient (IESQ).

Optimizing the recruitment Taruna psycho tests, in order to receive the cadets who already have a foundation of good character making it easier for educators in AAL to drive cadets to better characters.

Optimizing Alins / alongin using various methods of character education one of them with methods edutaiment in realizing the government's program to form the character of the golden generation.

Optimizing evaluation and parenting values / personality, in favor of developing character-based education of cadets at the AAL.

ST strategy

Kabangsaan include material in character education of cadets to overcome Decreasing patriotism and waning awareness in the life of the nation on the individuality of the people of Indonesia.

Engaging Gadik AAL who have the educational background san undergraduate Psychology Graduate Education for the training of character education to overcome the still limited understanding of educators AAL to implement character education programs pengembangkan this.

WO strategy

Using the guidelines of the Ministry of National Education is Character Education Implementation Guide book that starts from the lowest level, ie elementary school (SD) to the level of Higher Education to find pengembangkan design curriculum that integrates the teaching and practice with parenting.

In a meeting gadik / lecturer AAL should be equated perception and understanding that lecturers are also responsible for educating / cultivate good character of cadets when they teach.

Gadik or officers also need to give guidance to educators on the understanding that education personnel will also affect the growth of the good character of the cadets it is expected to be an example of good character education personnel.

WT strategy

Provide a shared understanding of the responsibility of Midshipman AAL character education at every possible opportunity leadership provides direction so that everything can be mutually supportive in character education in the AAL.

Minimize the tolerance on Taruna psycho test results at the time of recruitment.

Based on various details of the strategy that appears above, shows that the main strategies that will be implemented is "designing pengembangkan pattern character-based education in the AAL and the inclusion in the integrated curriculum of teaching, training and upbringing".

Pattern-Based Character Education In AAL

Based on the design of the study above, that in order to develop a pattern of character-based education in the AAL using 2 standard ie Implementation Guide Character Education Ministry of National Education and the script while Operational Guidelines Book Parenting Midshipman Navy and consider strategies that emerged from the analysis of external factors and internal factors , Then following the analysis of the factors mentioned above.

Based on Implementation Guide Character Education Ministry of Education as the standard 1There are guides the implementation of character education, namely a) not only done at school but in the family and society. This means that school parties must also cooperate with parents and community in menbentuk character of students; b) done by habituation in life to cultivate the religious soul, honesty, discipline, tolerance, hard work, love of peace, responsibility, respect, and so on. This

means that every teacher should stimulate the learning activities of these characters appear as well get used to it to do so in each learning activity; c) cultivated on learners who would eventually become a reflection of the nation of Indonesia. This means that character education should be provided from the levelmoral concepts (moral knowing), moral attitudes (moral feeling), up to moral behavior (moral behavior).

Based on the script while the Operational Guidelines Book Parenting Navy Midshipman standard sebgai 2, In line with the New Paradigm Navy "World Class Navy" , AAL has drawn up a program leading to the development of the Navy officer who has the global capabilities and character. These guidelines are guiding the future of the Navy were not only able to build a defense system but also enhance human resources, organizational capabilities, and the ability of operational reliability. AAL also support and follow new paradigm "World Class Navy" to implement the development program "World Class Naval Academy" in order to have equality with naval academy of other developed countries. The ability of officers of the Navy are of high quality, are 1) able to lead well in accordance with the principles of leadership AL; 2) spirit of Pancasila; 3) able to apply SaptaMarga; 4) has the spiritual power of religion as well as be able to uphold the oath of soldiers; 5) able mengendalian reproach myself for not doing (Hree Dharma Santhy); 6) having a good personality, according Tri Sila; 7) intelligence in the work and decision-making; 8) noble/6 pillars of ethics (honesty, honor, responsible, fairness, caring, citizenship); 9) have skills that menunjuang profession; 10) useful for himself, family, community, nation and state in accordance with the 8 compulsory military

Based on the analysis strategy with SWOT matrix, obtained some strategy with the strategy is to "design the pattern pengembangkan character-based education in the AAL and the inclusion in the curriculum, integrated between teaching, training and upbringing".

The 2 strandart based on existing and emerging strategy analysis, the "pattern-based Character Education in AAL" was designed as follows:

legitimacy

Character education is explicitly included in the educational curriculum AAL integrated with teaching and training, written in the framework of the Basic Lessons (RPP)

and in Education Events (AP), hereinafter also should be enshrined in Events Teaching Unit (SAP) that was developed by the lecturers.

With reference to the implementation of education kaakter in SBC as below:

IMPLEMENTATION OF CHARACTER EDUCATION UNIT LEVEL EDUCATION CURRICULUM (SBC)²²		
1	Integration in Subjects	Developing Syllabus and Learning Programme Plan (RPP) on the competencies that are tailored to the values of the characters to be applied
2	Integration in Local Content	• Defined by Education Unit • Competencies developed by Education Unit
3	Activity Personal Development	**Civilizing and habituation** • conditioning • routine activities • activity spontaneity • exemplary • programmatic activities **Extracurricular** Sports / Yanus **Counseling guidance** Provision of services for learners who have problems

Stages of character education
moral concepts (moral knowing).

The concept of morality is explained by a) lecturers in teaching or in exercises that are relevant to the material being taught or dilattekkan; b) leader in care during hours commander or directives relevant to the topic of his direction; c) caregivers in parenting time in the regiment, periodically and regularly scheduled explanations of moral concepts so that all moral concepts that produce high-quality officers were taught; d) family / post cruise as they cruise, for the moment face to face parents need to be given the common perception that the family is also responsible for forming the character of cadets.

moral attitudes (moral feeling).

In shaping the moral feeling, need to be conditioned as they never notice these things, this can be done by the method of playing the role (Role Playing), visits, observations and even active participation so that they are able to feel that the moral attitude that emerged with such stimuli.

This activity can be given by lecturers, leaders and caregivers, but through perception and giving guidance or exercise moral feeling implementation techniques

moral behavior

In shaping the moral behavior, need to get used to do it consistently until it becomes a habit so it will be a good moral character. Because the daily life of cadets in the regiment, then in control to get consistently

good morale is a caregiver in the regiment, but without the support of other caregivers the moral formation of this behavior will not be achieved. Lecturer in teaching is also responsible to familiarize cadets morality, leaders also matching. For that we need to optimize the care evaluation in the evaluation process of the formation of character and the right to provide not only the caregiver in the regiment but also the leaders of AAL and the lecturers.

Model pattern character-based education in the AAL

The policies are created to implement the necessary pattern-staragi strategy rests on the top good strategy SO, ST, WO and WT adapted to the circumstances that support. Such policies include a) when recruitment or Selection and Seed Selection applying a high objectivity mainly on the results of psycho so the process goes well with do not take into account the sponsorship or kinship in recruitment. Then on the other possibility is to give strict punishment to violate commitments implementing the selection of the selection process clean or objective. Whereas other things that can be done by the AAL is to involve external or surrounding environment to monitor and become a benchmark on a selection process, but not as an intervention agency selection process. An example is the selection of health through hospitals or public laboratory, psychological tests through an independent agency or through the Human Resources Development Assessment Center, and other tests are compared with independent institutions, not only through internal agency which has been owned by the Navy; b) providing common perception to the lecturers, leaders, caregivers and parents about educational responsibilities Midshipman AAL character at every possible opportunity leadership provides direction so that everything can be mutually supportive in character education in the AAL; c) optimizing Alins / alongin in AAL using various methods of character education one of them with methods edutaiment in realizing the government's program to form the character of the golden generation; d) optimizing evaluation and parenting values / personality, involving faculty and leaders in every judgment in the process of formation of attitudes, in favor of developing character-based education of cadets at the AAL; e) Kabangsaan include

material in character education of cadets to overcome Decreasing patriotism and waning awareness in the life of the nation on the individuality of the people of Indonesia; f) engaging Gadik, caregivers and AAL leaders to attend the briefing or training to address the character education is still limited understanding of educators and caregivers AAL to implement character education programs pengembangkan this.

CONCLUSION

Character education at the Naval Academy has been used since as a college in the form Boarding School just need to improve their parenting patterns.

In revising the curriculum that will come must incorporate character education into the curriculum is integrated with teaching and training, ranging from a RPP as the format above.

Factors affecting Taruna character education, can not be separated from the 10 educational component, which is then analyzed based on ektenal factors and internal factors.

Strategies that are effective in educating cadets in order to have good character are some strategies are SO, WO, ST and WT, with the core strategy "design pengembangkan pattern character-based education in the AAL and the inclusion in the curriculum, integrated between teaching, training and nurturing"

The pattern of character-based education in order to form officer AAL AAL high quality, can be seen in Figure: 3

SUGGESTION

Before the script while the script while the Operational Guidelines Book Parenting Academy cadets of the Navy, first perfected adapted to the pattern of character-based education in this AAL thus be in line.

Encourages the government to accelerate the implementation of character-based education program at the level of Higher Education or equivalent. AAL order to carry out its main task with achieving maximum results related to the pattern of development efforts and its education system.

Coordination and cooperation between universities, educational institutions and skills, as well as research institutes and more intense development in order to achieve the objectives of the government's program to

produce a golden generation in the year 2045.

The emphasis back to the entire community of values characters based on the culture of the nation and the essence of the nation of Indonesia as an island countries to realize the vision of maritime countries (Indonesia as Axis World Maritime), associated with the orientation of the national defense system in general and the challenges of the task performed by the Navy in the future in particular.

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DEVELOPMENT STRATEGY OF EARLY CHILDHOOD TEACHERS PROFESSIONALISM TO IMPROVE EDUCATION QUALITY

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ABSTRACT

Early childhood education aims to help students develop a range of both psychological and physical potentials which include moral and religious values, social, emotional, cognitive, language, physical or motor skills, self-independence and art to be ready to enter primary education. Therefore, the Early Childhood Education plays an important role in children's education through Early Childhood Education; children can be taught by the teacher. The task of the teacher is to help students to be able to adapt to the challenges of life as well as the insistence that developed in them self. Competencies required of teachers, namely: pedagogical competence, personality competence, professional competence and social competence. Professional teachers can be proved with its competence shall promote the establishment process and product performance to support the improved quality of education.

Keywords: *development strategy, professionalism of early childhood teachers, education quality*

Early childhood education is one form of organization of education that focuses on laying the foundation toward growth and physical development (coordination of soft motoric and rude motoric), intellect (the intellect, creativity, emotional intelligence, spiritual intelligence), social emotional (attitude behavior and religion), language and communication, according to the uniqueness and the developmental stages through which early childhood (http://id.wikipedia.org/wiki/pendidikan). Kindergarten is one form of education for children an early age to prepare children enter further education. Early childhood education has a big share in the education of the next generation; in an effort to improve the quality of early childhood education takes the role of teachers.

Teachers have a position as professional workers, especially in formal way for early childhood education, position of teachers as professionals is working to increase the dignity and role of teachers as learners agent in improving the quality of national education. According to Jannah (2013) Early Childhood Teachers should be able to undergo the appropriate procedure profession, ethics and science and have an ethos and resulted in several innovations for early childhood development. With regards to the teaching profession as educators in early childhood, there is one problem that needs to be addressed, among others, is a matter of educational qualifications is still not meet the requirements, most of which have qualified early childhood teacher education and basic skills vary. While the Government Regulation No.19 of 2005 requires that educators in early childhood education have a minimum education qualification of Diploma IV (D-IV) or Bachelor (S-1). Therefore, the teacher as early childhood educators need to improve their qualifications in order to meet the requirements.

The low qualification of teachers as educators the ability of early childhood affect the low quality of education and learning. In an effort to improve the quality of the learning takes some teacher's competence, namely: pedagogical, professional competence, personal competence and social competence. If in the process and outcomes of education can result in a quality early childhood, it is influenced by the quality of education as well as teachers of the teachers.

DISCUSSION
Demands Early Childhood Teacher Qualifications

Based on the Indonesian Government Regulation No.19 of 2005 Article 28 On National Standards Teachers and Education Personnel, stated that the teacher / educator must have academic qualifications and competence as agents of learning, physical and spiritual health as well as having the ability to achieve national education goals. Academic qualification in question is the

minimum educational level to be met by educator and evidenced by diplomas and certificates of expertise that relefan accordance with the provisions of applicable law. Academic qualifications required for teachers / early childhood educators is the minimum undergraduate (S1) with a background of higher education in the field of early childhood education, other education, or psychology and has a professional certificate for early childhood teachers.

Early Childhood Teacher Competence

Referring to the Regulation of Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 Appendix 2 National Standards Early Childhood Education.Early Childhood Educator Competencies (ECD Teacher, Teacher Assistants, Teacher Assistants Easy). Early childhood educators must have 4 competence, namely 1) pedagogy competence, include the ability to: (a) Organize the developmental aspects in accordance with the characteristics of early childhood, (b) to analyze the theory of play, according aspects and stages of development, needs, talents and interest in early childhood, (c) designing activities early childhood development based curriculum, (d) Carrying out development activities that educate, (e) Utilizing technology, information and communication for the benefit of the implementation of development activities that educate, (f) developing the potential of early childhood to actualize themselves, (g) communicate effectively, empathetic and polite, (h) Organize and make the assessment report, the evaluation process and the children's learning, (i) Determine the scope of the target assessment process and learning outcomes of early childhood, (j) Using the results of the assessment, development and evaluation of programs for the benefit of early childhood development, (k) Imposing measures reflective, corrective and innovative in improving the quality of the process and results of early childhood development; 2) personality competence, include the ability to: (a) Acting in accordance with the norms, religious, legal, social and national culture of Indonesia, (b) show yourself as a person who is honest, noble, and a role model for young children and the community, (c) show yourself as a person who is steady, stable, mature, wise,

prudent and dignified, (d) shows the work ethic, responsible high, confident, and proud to be a teacher, (e) Uphold the code of ethics of teachers; 3) professional Competence, include the ability to: (a) Developing materials, structures, and the concept of science that supports and is in line with the needs and stages of early childhood development, (b) Designing creative activities are developmentally appropriate early childhood , (c) Developing professionalism in a sustainable manner by performing actions reflective; 4) social Competence, include the ability to: (a) Be inclusive, acting objectively, and not discriminative for consideration of gender, religion, race, ethnicity, physical condition, family background, and socioeconomic status, (b) Communicate effective, empathetic and polite with fellow educators, staff, parents and the community, (c) Adapting the social diversity of Indonesian culture, (d) Establish communication profession.

Strategy Improving Teacher Professionalism Early Childhood Education

Increased professionalism of early childhood teachers must continue to develop the profession of early childhood teachers, because teachers early childhood professionals highly coveted at this time, in an effort to prepare human resources berkulitas. According Suparlan (in Yufiarti, 2009) there are 7 programs improving the professionalism of teachers, namely: (a) Selection process. Selection of the candidates are based on good quality general education, social behavior are unacceptable and have the talent to teach. (B) Preparation beginning. This early preparation include: a high level of education in a broad general education, specifically in the subject they teach, have insight into the principles of science education, pedagogical deep understanding. (C) apprenticeship. Apprenticeship supervised the systematic variation in sharing learning tasks. (D) certification, the teachers must be certified as a teacher. (E) Improvement of career. Career advancement implemented systematically and continuously to provide the insight, and the various techniques in accordance with the demands of a career. (F) The attitude and responsibility. As a teacher's professional workers have ethics and behavior, oath of office, have a sense of fun learning,

interested in self-improvement, committed to their life styles, and gained enlightenment career. (G) related to the status and social recognition of the teaching profession, incentives and reword systems and a commitment to the teaching profession and learning.

Being Early Childhood Educator Professional

Someone who will not stop finishing professional duties make various works and he will always be active learn, transform themselves into a professional. Professional teachers will say that he must continue to learn and work to make himself as a professional teacher. According Marrison (in Yufiarti 2009) are several ways to do a teacher to become a Professional Teacher is as follows: (a) Seek experience with a wide range of early childhood in various school environment, (b) be honest Analyze your feelings and your attitude toward children, (c) be honest to instill in yourself that every child has the ability to learn, (d) Always eager to improve and increase knowledge, (e) Test your ability to become an educator Early Childhood dedicated, (f) adjust yourself with the various changes in the demands of society, (g) Do not hesitate to try different methods or media or learning strategies are new to attempted in their students, (h) Always enthusiastic in teaching and learning

so that it can affect the spirit of the students, (i) Be open if there are people or people who want to visit your place of teaching, because early childhood teaching profession is not a profession that is closed to the public.

CONCLUSION

Early childhood teachers should have academic qualifications and 4 competence to achieve national education goals, competency of teachers in early childhood education, namely: pedagogical competence, personal competence, professional competence and social competence. Early childhood teachers professional competence is the most important factor in implementing early childhood programs are of very high.

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PRIMARY TEACHERS' UNDERSTANDING OF THE INCLUSION RELATIONS OF QUADRILATERALS

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ABSTRACT

The aim of this study was to investigate the primary teachers' understanding of inclusion relations of quadrilaterals, especially parallelogram. This descriptive study was conducted with 14 primary teachers in Kanisius Demangan Baru Primary School in Yogyakarta, Indonesia. Data were collected during a workshop that is was aimed to develop primary teachers' mathematics ability in geometry. Data were analysed using the framework of Van Hiele. Findings showed that in the beginning of the workshop most of the teachers are likely to recognise quadrilaterals primarily by prototypical examples. Therefore they got difficulty in understanding the inclusion relations of quadrilaterals. Based on the analyses of the written test gathered at the end of the workshop, it was found that many teachers are struggling in understanding the inclusion relation of quadrilaterals.

Keywords: inclusion relations, quadrilateral, primary teachers.

Classification of quadrilaterals is one of the mathematics topics taught in elementary school. In classifying quadrilaterals, children and also teachers should comprehend the class inclusion of quadrilaterals. Understanding class inclusion is the ability to have an overview of relationships among figures and it is important to support students' deductive reasoning (Currie & Pegg, 1998).

In mathematics education, the Van Hiele theory describes the different levels of understanding through which students progress when learning geometry. The basic idea of the theory is that a student's growth in geometry takes place in terms of distinguishable levels of thinking. This study is attempting to answer the question: "how well do primary teachers understand the hierarchical classification of quadrilaterals?"

Studies has shown that preservice teachers' content knowledge on quadrilaterals is not at the expected level (Paksu, Pakmak, & Iymen, 2012; Çontay & Paksu, 2012). Moreover, preservice teachers generally use partition classification while classifying quadrilaterals (Turnuklu, Gundogdu Alayli & Akkas, 2013).These studies imply that it is important to investigate primaryteachers' understanding of the inclusion relations of quadrilaterals.

Hierarchical class inclusion is the classification of a set of concepts in such a manner that the more particular concepts form subsets of the more general concepts (de Villiers, 1994). Moreover de Villiers (1994)

stated that hierarchical classification helps people to define concepts or formulate theorems economically, simplifies the deductive systematization and derivation of the properties of more special concepts, contributes to problem solving process, and serves a global perspective. The hierarchy is built up, like a tree, from its trunk into branches that are special shapes of quadrilateral and as the tree grows, one finds greater specialization (Craine & Rubenstein, 1993). From the quadrilateral hierarchy, characteristics of quadrilaterals are inherited through the generations.de Villiers (1994) stated that hierarchical classification is more useful than a partition classification and he presented the parallelogram hierarchy below (Figure 1) to describe the mathematical processes of generalization and specialization.
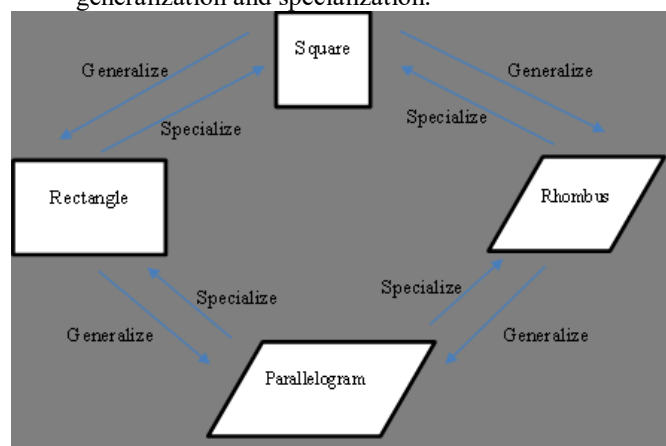
Figure 1. Hierarchical Classification of Parallelogram

Form the classification, people could start with the most special shape, a square, and generalize rectangle and parallelogram

consecutively. For example, the rectangle can be generalized from the square by deleting the properties that all sides must be equal. People can also start from the more general shape and specialize to a new concept by demanding additional properties. For example, the square can be specialized from the rhombus by requiring the additional property of equal angles.

In contrast to hierarchical classification of quadrilaterals, there is a possibility to classify quadrilaterals with a partition classification (de Villiers, 1994). In the partition classification, squares are not rhombi, and rectangles and rhombi are not parallelogram (illustrated in Figure 2).
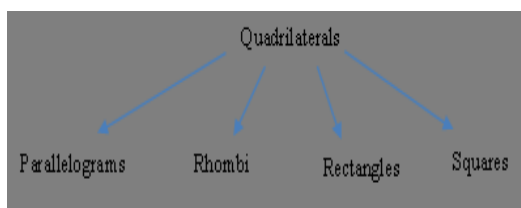
Figure 2. Partition Classification of Parallelogram

According to the Van Hiele theory, students should have a meaningful learning by exploring rich experiences of geometric ideas to move to a higher level of sophistication which correspond to the Van Hiele Levels. The Van Hiele levels describe the way that students reason about geometric ideas. Below the descriptions of Van Hiele levels based on Fuys, Geddes & Tischler (1988) and Çontay & Paksu (2012): Level 0. Visualization: Students identify, name, compare and operate on geometric figures based on their appearance. At this stage, the students solve a problem by operating on shape visually and they cannot make generalizations. Level 1. Analysis: Studentsanalyze figures in terms of their components and relationships among components. At this stage, the students are able to discover properties/rules of shapes empirically, but they cannot explain the relationship among properties of a figure.

Level 2. Abstraction: Students are able to explain the relationship of previously discovered properties/rules using informal deductive arguments. However, at this stage they cannot understand the meaning of these deductions in axiomatic sense.

Level 3. Deduction: Students prove theorems deductively and establish interrelationships among networks of theorem. At this stage, they can prove the axiomatic relations by giving formal deductive arguments.

Level 4. Rigor: Student establishes theorems in different axiomatic systemsand analyzes/ compares these system. From the Van Hiele levels, it is clear to see that the development of class inclusion occur at Van Hiele Level 2 (Fuys, Geddes & Tischler, 1988; Çontay & Paksu, 2012).

METHODS

This study was a descriptive study investigating the primary teachers' understanding of inclusion relations of quadrilaterals, especially parallelogram. This study was conducted with 14 primary teachers in Kanisius Demangan Baru Primary School in Yogyakarta, Indonesia.Data were collected during a workshop that is was aimed to develop primary teachers' mathematics ability in geometry. In the workshop, the researchers posed many questions related with properties of square, rectangle, rhombus, and parallelogram. Through these activities, the teachers were expected to relate the properties of a figure and also among figures.
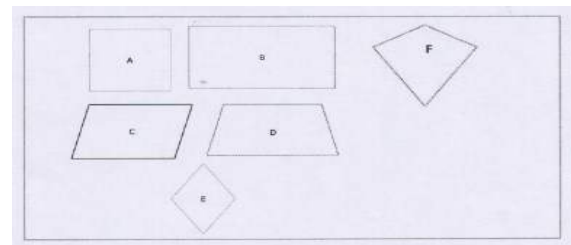
Figure 3. Quadrilaterals in Written Task

In this study, the teachers were given a written task about class inclusion of parallelogram and the data were analysed using the framework of Van Hiele. Mainly in this study, the teachers were faced with the following questions: 1) what figures are parallelograms? (give your reason); 2) is a square a rectangle? (give your reason); 3) do the interrelationships among quadrilaterals needto be taught to students?

FINDINGS AND DISCUSSION

Identification Sufficient Conditions for a Parallelogram

Based on their written answer, it is found that 9 (64%) of the participants could identify that figures A, B, C, and E (figures in number 1) are parallelograms since they have two pairs of parallel sides. Moreover they can identify that figures F and D are notparallelograms since the opposite sides are not parallel. 1 (7%) of the teachers stated that all of the figures are parallelograms except trapezium. 3 (22%) of the primary teachers claimed that all figures are parallelograms because satisfy the properties of parallelogram. The remaining 1 (7%) did not give a clear answer, the teacher only stated that not all of the figures are parallelograms,

without mentioning the figures which are not included parallelogram.

These findings show that many of the teachers used the properties of having two pairs of parallel sides which are the sufficient conditions of a parallelogram. That means these primary teachers reached 2nd Van Hiele geometric thinking level. However, there are four teachers who put kite or trapezium into parallelogram group were at Van Hiele Level 0 to 1.

Relationships Between Squares and Rectangles

From the teachers' answer on the second question, it is found that 4 (29%) of the teachers could identify that a square is a rectangle because a square is a special form of a rectangle in which all sides are equal. This answers show teachers' understanding about inclusion relations of quadrilaterals, especially rectangles. The phrase 'a square is a special form of a rectangle' indicates that these teachers understand that squares are subset of rectangles.Moreover, 1 (7%) of the teacher stated that a square is a rectangle because square has four right angles. This answer indicates that this teacher can identify the necessary and sufficient characteristic of a rectangle, that is has four right angles. Therefore, these teachers can reach 2nd Van Hiele geometric thinking level.

5(36%) of the teachers said that a square is a rectangle, but there are several different types of reason. First, a square is a rectangle because square has equal sides and 4 right angles. Second, a square is a rectangle because square hasright angles and the opposite sides are equal, and the last, a square is a rectangle due to the right angles and two pairs of parallel sides. These teachers could mention properties of a square but the properties mentioned are more than necessary to claim a quadrilateral as a rectangle. It shows that the teachers could not identify minimum sets of properties of a square and a rectangle. Therefore, these teachers could not reach Level 2 of Van Hiele levels.

Furthermore, 1 (7%) of the teacher stated that a square is a rectangle because square has equal sides. This characteristic is true for square but it is cannot be used to claim a quadrilateral as a rectangle. The remaining, 3 (21%) of the teachers could not give reasons why a square is a rectangle. These answers show that these teachers were at Van Hiele Level 0 to 1.

Inclusion Relations in Learning Geometry

All teachers stated that the interrelationships among quadrilaterals need to be introduced to students at the primary school. Most of the teachers opine that by analyzing the interrelationships among quadrilaterals, students can have a deep understanding of the properties of each type of quadrilaterals and a global perspective about quadrilateral.

CONCLUSION

This study has revealed that primary teachers' content knowledge about inclusion relations of quadrilaterals is not at the expected level. Many of them (64% of the teachers) are good at classifying parallelogram, however only 36% of the teachers are good at class inclusion relations of square and rectangle. It is because many teachers gave answer just based on the physical appearance of the figures.

This result implies that the teachers might get much difficulty when they were faced with class inclusion of kite and rhombus which is much harderthan square and rectangle since its complex nature of kite and rhombus. Therefore, it is important to improve their knowledge of geometry, especially about inclusion relations of quadrilaterals.

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ASSESSMENT COMPETENCE GRADUATE OF
EARLY CHILDHOOD EDUCATION STUDY PROGRAM

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ABSTRACT

Enhancement of teachers' competence is one of the main priorities of Indonesia's development. The improvement of teachers' quality, especially for children in early age become a very important concern remembering that education of children in early age is a very basic education. It is suitable with Ministerial Regulation no. 16 year 2007 about Standard of Academic Qualification and Teachers' Competency of Early Childhood Education (ECE). However, based on reality, public's understanding about the importance of early childhood teachers' competence and professionalism is considered unimportant. This opinion causes quality of teachers' competence to be unconsidered. The main target in assessment of graduates' competence is based on the satisfaction of graduates' user. Competency assessment is used to look on how much ability and skill possessed by graduates of teacher education courses for ECE study program in teaching children suit with the optimal stage of development. The result can be used in improving the quality of graduates of teacher education courses for ECE study program to have high competiveness in accordance with the development and advancement of technology today.

Keywords: assessment, graduate, competence, Early Childhood Education (ECE).

Indonesia is one of the developing countries. The development is carried out in various fields, including economy, education, and infrastructure. Education is one area that is very supportive in the development implementation. This is happened because education will produce the next generation of superior and can support the progress of countries, especially Indonesia. A good education is education that begins early, through early childhood education (ECD).

In accordance with Article 1 Paragraph 14 Education Law No.20 / 2003, the Early Childhood Education (ECD) is a development effort aimed at children from birth to age 6 years were done through the provision of educational stimulation to help the growth and development of the physical and spiritual so that children have the readiness to enter further education, as well as capable of improving the human development index. Therefore, it takes four educators who have competence as early childhood teachers, the pedagogical, professional competence, social competence and personal competence. The fourth of these competencies must be mastered by an early childhood educator with very good to be able to educate children properly. Being an early childhood teacher is not easy. That is because, an early childhood teachers have a duty to educate children in a sensitive period. This is consistent with theories of Froebel, that childhood is a phase that is fundamental for the development of the individual because at this phase occurs considerable opportunities for the creation and personal development. Therefore,

it takes educators were really able to carry out the task.

Education for early childhood educators in Indonesia is still relatively new, initiated in 1979 in Jakarta. Then further development was in 1993 in Bandung, which is intended to improve the quality of early childhood teachers. This is consistent with the objectives of the PG-ECD, which is to produce graduates who have the competence and qualifications in the field of Early Childhood Education. However, so far the PG-ECD has never assessed the competence of graduates. Therefore, there should be an assessment efforts PG-ECD graduates' competence to determine the qualities of and satisfaction of users graduates PG-ECD. Through an assessment is expected to be a reference as a quality improvement study programs PG-ECD. The improvements made will be able to produce a quality early childhood educators so that they can educate children early age into the next generation of superior as the pillars of the Indonesian nation.

DISCUSSION
Assessment of Competence

According Kusaeri & Suprananto (2012: 8) assessment is a systematic procedure that includes the activities of collecting, analyzing, and interpreting information that can be used to make inferences about the characteristics of the object being measured. Rate includes all methods used to assess the performance of individuals. The assessment process includes gathering evidence about the achievement of learners (Mardapi, 2012: 12). According Runtukahu & Kandou (2014: 245), the assessment is a statement based on a number of

facts characteristics of the child and includes all the learning process. Rate also interpreted as interpreting the activity or activities of measurement data to obtain information on the achievement of learning outcomes. It can be concluded that the assessment is the process of determining the learning outcomes based on a measurement result or the process of interpreting the results of measurements using specific criteria.

Assessment of learning outcomes by educators conducted continuously used to monitor the process, progress, and improvement in outcomes. Assessment conducted by the teacher covers all the learning outcomes of students that have cognitive abilities, psychomotor abilities and affective abilities. Any votes above capabilities have different characteristics depending accordance material being measured. According Mardapi (2012: 14) mentions that some of the principles that are owned votes, among others, accurate, economical, and boost the quality of learning. Accurate in question means that the assessment must be precise and does not contain a lot of errors. Economical means that the assessment does not cost that much. While that is encouraging an increase in the quality of learning is the assessment carried out not merely to judge, but also to be able to improve the quality of learning.

Furthermore, according to Mardapi (2012: 14) states that the assessment system used to improve the quality of education is a system of continuous assessment. In other words, it can be concluded that good judgment is a judgment capable of assessing all the basic competencies, analyzing the results of the assessment and follow up in the form of program improvement or enrichment program.

Definition and Types of Early Childhood Teacher Competency

Teachers or educators are experts who are obliged to plan and implement the learning process, assess and evaluate the learning outcomes, as well as conduct guidance and training. Therefore, an educator is required to master some competence in the field of early childhood teacher training especially so as to support these obligations. Competence in this case can be interpreted as a combination of knowledge, skills, values and attitudes gained from education, then reflected in thought and action (Widiastuti, 2012: 98). Alqiawi et al (2015: 66) argues, "Competency is defined as a set of conscious, trainable skills and abilities roomates make a teacher effective". This opinion is reinforced by the Judge (2015: 2),

"Competence is the ability of a person to exercise or perform a job or task that is based on skills, knowledge, and attitudes supported by work in accordance with the demands of the job". This is in accordance with Act No. 19 of 2005, which states that teachers are required to have four competency. Fourth competence for Early Childhood educators includes pedagogical competence, professional competence, personal competence and social competence. The following are translated each of these competencies.

According Christianti (2012: 116), pedagogical competence is the ability to plan activities related to educational programs, care and protection, carry out the process and carry out an assessment of the process and outcomes of education. Pedagogical competence or it can also be regarded as academic competence covers concept, generalization, skills and knowledge in the field of specialization of teachers and support teachers in doing research, especially in education. Academic competencies are considered as part of the specific competencies required for a teacher (Alqiawi et al, 2015: 66).

Professional competence is a competence that is associated with the ability to understand the stages of child development, child growth and development, the ability to provide stimulation to the education, care and protection, and the ability to build partnerships with parents in the education, care and protection of children (Christianti, 2012: 115 ; Judge, 2015: 3). Professional competencies include strategic planning, teaching methods and its implementation mechanism. Professional competence is the application of learning theory and refers to the actual teaching practice, and is used to increase motivation to learn, encourage them to work and use the resources of varied learning based on social and psychological needs of children (Alqiawi et al, 2015: 67).

Personal competence is the ability to act and behave in accordance with the psychological needs of children, in accordance with the norms, religions, cultures and beliefs of children, and present yourself as a person whose noble character (Christianti, 2012: 115). Competence personalities including the personal qualities of the physical health of teachers, namely, general intelligence, whether moral, linguistic ability, the ability to innovate, the ability to manage and make decisions and the ability to communicate in a manner required by decision makers and parents. Personal competence essential to the success of children, including knowing how these children, school, family, social relationships, knowledge and develop better relationships with community members learning and learners (Alqiawi et al, 2015: 67).

Social competence is the ability of teachers to adapt to the environment and to communicate effectively with students, and parents (Christianti, 2012: 116). Surya (in Hakim, 2015: 3), "Social competence is required by a person's ability to succeed in dealing with others, Including skills in social interaction and social responsibilities". The indicators used in measuring the social skills of a teacher is the ability to communicate and interact directly to children, to fellow teachers / peers, to personal training, to parents / guardians, and the community (Hakim, 2015: 3).

Objectives Studies Program ECD

Interest Program S1 PGPAUD outline at some leading universities in Indonesia are: 1) to produce graduates who are able to implement, develop, and manage early childhood education in Early Childhood Education institutions both in Kindergarten (TK), Playgroup (KB), Daycare (TPA) and the Early Childhood Unit; 2) to produce graduates who are able to overcome the various problems in early childhood based on the results of the analysis and research in the field of early childhood education; 3) to produce graduates capable of performing community service in the praxis of early childhood education; 4) to produce graduates who are able to collaborate with a variety of other professions in the field of developing the academic and professional capabilities in the field of early childhood education.

Early Childhood Education

Early Childhood Education (ECD) is a form of organization of education that focuses on laying the foundation toward growth and physical development (coordination of fine and coarse), intellect (the intellect, creativity, emotional intelligence, spiritual), social, emotional, language, according to the uniqueness and the developmental stages through which (Jawati: 2013).

In accordance with the National Education Act of 2003 chapter 1 verse 14, early childhood development efforts which are aimed at children aged 0-6 years. Early childhood education can be implemented through formal education, non-formal and informal. Early childhood education, formal lines shaped Kindergarten (TK) and raudatul RA (RA) and other forms equivalent. Early childhood education pathways nonformal shaped Playgroup (KB), TPA (TPA), whereas early childhood into education informal form of family education or education organized environment like bina family of children and posyandu integrated early childhood or that we are familiar with the unit ECD type (SPS).

Early childhood is a child in the age range of 0-6 years (the National Education Act, 2003) and 0-8 years old children according to education experts. According to Mansur (2005: 88) early childhood is a group of children who are in the process of growth and development that is unique.

Early childhood is a "golden age period", its meaning is a golden period for all aspects of human development, whether physical, emotional and social cognition (Martani: 2012).

Characteristics of Early Childhood

According Rusdinal (2005) Early Childhood characteristics, among others: characteristically unique, spontaneity, active and energetic, egocentric, curiosity strong and passionate about many things, characteristically explorative and adventurous, rich with fantasy, easily frustrated, lack of consideration in the act, has a short attention, it is a period of learning potential, the show interest in friends.

CONCLUSION

Early Childhood Education (ECD) is a development efforts aimed at children from birth to the age of 6 years are accomplished by providing stimulation of education to help the growth and development of the physical and spiritual so that children have the readiness to enter further education, and be able to increase the index human development. Therefore, it takes four educators who have competence as early childhood teachers, the pedagogical, professional competence, social competence and personal competence. Education for early childhood educators in Indonesia is still relatively new, initiated in 1979 in Jakarta. Then further development was in 1993 in Bandung, which is intended to improve the quality of early childhood teachers. This is consistent with the objectives of the PG-ECD, which is to produce graduates who have the competence and qualifications in the field of Early Childhood Education. However, so far the PG-ECD has never assessed the competence of graduates. Therefore, there should be an assessment efforts PG-ECD graduates' competence to determine the qualities of and satisfaction of users graduates PG-ECD. Through an assessment is expected to be a reference as a quality improvement study programs PG-ECD.

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EXCELLENT SERVICE FOR BEING
TAS PROFESSIONAL PERFORMANCE

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ABSTRACT

School administrative personnel (Tenaga Administrasi Sekolah/ TAS) is a profession so that a TAS are required to perform in a professional manner that can be realized by providing excellent service to its customers the school. Efforts to provide excellent service TAS can be done by understanding customer behavior school. Furthermore TAS should be able to work in teams and apply the 3A principle to serve customers with excellent. 3A principle is to present the right attitude, giving undivided attention, and customers will be looking for evidence through the action of providing services. Care or maintenance themselves also need to be done so that the TAS has the best performance that makes the image of him to be interesting. Eventually eight professional work ethic TAS should be used as the basis for implementing the excellent service.

Keywords : excellent service, TAS, professional

School as a form of public service should move away from Old Public Administration (OPA) towards the paradigm of New Public Service (NPS). Effendi (2010) states OPA as a service bureaucracy is hierarchical, rigid, slow and convoluted, so the quality of services is low. It can also lead to mental bureaucrat officials who tend to ask is served rather than serve society. For example, when there is still a cumbersome bureaucracy that communities must first obtain various approvals, both of the *RT/RW* (neighborhood association), *kelurahan* (village), district, and county before they could get the service ID card, birth certificate, or else the licenses.

Conversely in the paradigm of New Public Service (NPS) of the people as taxpayers mandating bureaucracy to organize and meet their demands for a variety of services, while the bureaucracy should serve, obey and respect the rights of the people as principals. Public services should be regulated in the law: what are the rights of citizens, the quality and quantity, the principle and the principle of implementation, management and accountability. What is the amount of tax to be paid depends on how much and how high the quality of public services residents desired? So, that in both countries the tax collection system, the amount of taxes is always associated with the quantity and quality of public services.

In this regard Bafadal (2008) stated that as a unit of the school, the school office in charge of providing services (service work) to all units or parts of the school. The goal is to create convenience for all parts of the school in carrying out his duties. The main functions of each office so the school is lightening the whole section of the school in order to carry out its tasks more effectively and efficiently.

School administrative personnel (*Tenaga Administrasi Sekolah/TAS*) is located in the school office, assigned to provide services to alleviate (facilitating function) to the achievement of substantive activities of interest. The school organization has a substantive activity such as learning and administrative office work such as school administration. Learning activities undertaken by teachers. While TAS function is to provide excellent service at the administrative level.

The existence of the school administrative staff (TAS) on elementary and secondary education or commonly called administrative personnel (*Tata Usaha/TU*) school in the learning process is indispensable. This is in accordance with the PP RI number 19 of 2005 on national education standards which confirms that the administrative staff is teaching force must be owned by primary and secondary schools. In addition, the program package A, B, and C are also required to have administrative personnel.

As one component in the learning process, the duties and functions of TAS cannot be done by educators (teachers). This is due to: the work of an administrative nature that are subject to special rules, duties in the form of services for the smooth process of learning and so require different competencies with the competencies of educators, requires certain skills and expertise, and sometimes does not deal directly with learners.

Permendiknas RI number 24 of 2008 article 1, paragraph 2 reads "To be appointed as administrative staff of the school/*madrasah*, a person must fulfill the standards of administrative staff of the school/*madrasah* that apply nationally". This means that the TAS is a job worth mentioning

as a profession. Because someone must have educational qualifications and competence particular to be able to work as TAS. So TAS must work professionally in the school office. Additionally, in accordance with the rules of employment, assignment TAS should also not be held by other functional staff.

TAS performance can be interpreted as job performance, job attainment, ability to work, work, work performance and job performance TAS. While professionals according to Satori (2007) is pointed at a person with a profession and a person's appearance in performing work in accordance profession. Under these conditions, a TAS are required to perform in a professional manner that can be realized by providing excellent service to its customers the school. Because in essence, the principal task of statutory TAS is to support the educational process in the school goes through the administrative services that the educational process could be implemented effectively and efficiently.

DISCUSSION
School Excellent Service

Actions or deeds of service is offered by one party to another that are invisible (intangible) and produces no ownership of anything. Service functions largely determines the durability, development, and competitive advantage of an institution. While understanding the total prime exhibit characteristics of a product (or service) that exceeds the standards so that customers feel gets more than originally expected. Some indication of excellent service that is: as per requirements, suitable or otherwise used, continuous improvement, do it the right way, and delight customers.

Bagyono (2012) states that the excellent service associated with a variety of elements that became the basic principle of providing services. These elements include: an attractive appearance, punctuality and appointments, willingness to serve, knowledge and expertise, courtesy and hospitality, honesty and trustworthiness, efficiency, and simplicity of the service. All these elements aim to keep customers feel are important and cared for all their needs and wants, as well as to generate confidence and satisfaction to customers.

So in essence has the basic characteristics of the excellent service that includes three things: (1) their basic service standards; (2) are special; and (3) provide customer satisfaction exceeded expectations. Thirdly it is by Zulkarnain & Sumarsono (2016) can be used as parameters at the same excellent service that

made the difference from regular service. So that excellent service in school is a service that matches or exceeds eight national education standards, which is the standard: content, process, competence of graduates, educators and education personnel, infrastructure, management, financing, and valuation.

Schools Customers

Purposes of applying the excellent service in an institution is to provide customer satisfaction and confidence and to build customer loyalty to the products offered. The implementation of these goals at the school could raise questions about who the customer and how the school products? Because the terms of customers and products are usually used for the company's business industry, but the school is a non-profit educational institution.

The product is something that is offered or produced by a manufacturer who can be physical goods, services, personally, places, and ideas or ideas. However, when viewed from the aspect of its form, the product consists of goods and services. Goods are tangible results of real physical (tangible) and can be owned. The converse is intangible services tangible or non-physical form of activity, benefits, or services. The product is in the form of school education services.

Tjiptono (2005) states the types of customers by loyalty ladder. If adapted to the world of education, the type can be divided into internal and external customers. Internal customer is the affected party of products and services originating from within the organization. Or in other words internal customers is that each member of the organization who need services from members of other organizations in the execution of its duties and functions. While external customers is the affected party from products to services but come from outside the organization.

School is an institution that produces or sells services to provide education to its customers. Internal customers are school educators (teachers) and educators (principals, TAS, laboratory assistants, librarians, or technicians). Meanwhile, external customers can be divided into customer schools primary, secondary, and tertiary. External customers are primary school students or pupils; secondary customer is the government, the elderly or people who pay for education; and customer tertiary education institutions at the next level or users graduates.

Customers Servis

Each customer has the character types are different so as to be able to read characters TAS customers an assortment of them and study them in order to carry out excellent service. Widaningsih & Rizal (2011) describes several types of customers

based on the characteristics and conditions of customer service form suitable to be given to him, as follows.

Passive Custumers

Characteristics tend to be quiet although satisfied or disappointed. Looks do not matter and are not interested in the products offered. How to serve: finding a solution or a way for those customers interested in the products. which is offered. Usually he is old enough to decide the purchase so we need to assure the quality and price of products offered.

Doubtful Custumers

Characteristics confused in making a decision to buy or use the product for a variety of considerations and caprice or confusion that is strong in him to take any decision. How to serve: directing, guiding, explaining, giving understanding, and if necessary, provide choice to the customer if you have any doubts. Patient follow his taste and does not impose opinions. Provide a guarantee on the product offered to him.

Exceptant Custumers

Characteristics considered himself the most clever and know that will not listen to other suggestions. Glad that debate, ask questions related to not understand or just want to know (criticize). How to serve: keep your distance so that it does not continue. Did not show attitude and overreactions when innocent customers, because there will be a long debate. Be calm, friendly and not nervous. Give reasons consistently though always denied, so customers are sure of the product.

Grumpy Custumers

Character has the temperament and character traits hard and always puts the emotional, tend to be selfish, and sometimes selfish, despite being given an understanding and understanding is gentle, friendly, and cautious. Angry customers often found when a complaint over the phone because the phone is not visible weakness of the face of the caller so that there is courage compared to complain face to face. How to serve: be patient, thoughtful, and pay attention.

Quick & Practical Custumers

Character always want everything's brief and do not like long-winded. How to serve: serve quickly. If customers like it has been decided to purchase, then you should not talk much but immediately gave the order. Provide a

description of only limited to people's questions.

Based on the above, it turns out that not all customers being nice and friendly. Not a few customers deviating behavior, such as cheating or stealing items he needed. In fact, sometimes there are also customers who are never satisfied with whatever effort we do to serve them. Therefore, understanding of customer behavior is an important thing to be done TAS in an effort to provide excellent service to customers.

In addition TAS should also be able to work together in teams (team work) to serve customers in prime. For example, when service personnel only serve one customer, then he must give the best service so that customers are satisfied. Meanwhile, when the service personnel serving more than one customer at a time, then he can split the duties with another officer who was not busy, keep calm serving customers who arrive early as soon as possible, and immediately serve customers in sequence to complete.

Principles

In essence serve customers in an excellent means to help customers meet their needs and do the best possible way, so that customers are satisfied with the services obtained and they felt that the service was more than expected. Initially customers have modest expectations and the perception that the standard of service provided by schools like in general, but in fact there are extra services that are not expected, as a receptionist were so friendly and courteous in receiving guests.

Related to the above Rahmayanty (2010) explain the principle of excellent service, which is one way to create and maintain good relations and harmony with the customer based on the concept of 3A. The first principle of providing services must present *attitude* is correct. Secondly, it gives *attention* is not divided. As well as the third, the customer will be looking for evidence of past *action* we are providing services.

Attitude

Is a reflection of the behavior or gestures a person when faced with certain situations or when he is faced with another person. The attitude of a TAS can show personality and good image of the school in the eyes of customers. Therefore, the principle of excellent service based on the concept of *attitude* is to give the customer service with a focus on improving the attitude of the concierge/service personnel. This is manifested by the appearance of customer service which is a blend of harmonious outward appearance (physical) and the (spiritual), treating customers well and respected him, and treat them appropriately without lowering the price of ourselves in front of customers.

Customer service with a matching appearance from head to toe. Because the first impression that others see in a person is through his performances. Appearance is a harmonious blend of outward appearance (physical) and the (spiritual), mode, and ethical propriety. Appearance verbal hospitality shown by the ethics of speech. While non-verbal of ethics dressed and decorated with appropriate personality, circumstances and conditions; and use positive body language.

That is the mindset of a healthy, logical, intellectual, reasonable, and not influenced by prejudice. Serving customers with positive thinking means treating customers well and respected him, not apathetic, do not use or look for weaknesses customers, and honest in providing service.

This attitude will lead to sympathy and feeling valued customers so that they are motivated to continue the relationship with us. Appreciating here means fun and give a reasonable treatment without lowering the price of ourselves in front of customers. For example, by observing the manners and courtesy in welcoming the arrival of customers.

Attention

A ministry to devote more concentration to focus on customer facing. The scope of attention to customers is wide, but the excellent service concept concern includes three things: LOT (Listening, Observing, Thinking). *Listening* is active listening and understanding customer needs. *Observing* is observing customer types and customize the service for him. *Thinking* is thinking and predict customer needs, meaning that customers are willing to become partners with customers to overcome the problems.

Action

A real act, namely the concrete results of any form of prior service *(attitude-attention)*. This is to assure and guarantee customers that are willing to use the products offered. You do this by taking orders needs, reaffirm and fulfill customer needs, provide after-sales service, and thanked the hopes customers will return. Words alone were insufficient to give satisfaction to the customers so that they need to be convinced through action and service commitment. It must be clear and in practice should actually happen to the customers.

Appearance

The core element of supporting the most important success is the excellent service human resources because it was he who carry out such excellent service. To that required the

personal appearance of the prime of a service officer, in this case is the TAS. Disheveled appearance, sluggish, and not eager will give a bad image for the school. However, with a good appearance, vigorously, and draw can make others satisfied, so she became a regular customer.

Appearance is a self-image that emanated from a person who can be seen from the overall appearance. *Grooming* in excellent performance according to Endang & Mulyani (2015) means the maintenance or maintenance that must be done so that a person has the appearance of primary or best, so that the person's self-image looks very appealing for anyone who saw it. Appearance themselves are primed to be supported by the outside appearance and spirit of the (inert beauty). So to be an attractive person does not have to be pretty or handsome. Because by highlighting the advantages that exist within itself, then it can make a person look attractive and fascinating people.

The first factor that should always be considered in order to perform well is to maintain a healthy body by eating nutritious dish, regular exercise, and adequate rest that sleep 7-8 hours a day. Both care for members of the body of the hair, face, eyes, teeth, hands, feet, nails, and skin. Third matching dress and wear jewelry accessories and *make-up* is not excessive in accordance with the circumstances.

Based on this, the one who wants to perform excellent TAS need to pay attention to the following points. For men in neatly cut hair should not cover the ears, long nails are not especially to black, do not smoke when servicing customers, as well as the body appears to have always been clean and not dirty. As for women, should be neat hair, fastened /bun if it is long, not excessive use of jewelry, using *make-up* is simple, and reasonable wear perfume.

In addition to physical factors that need to be treated to excellent performance, there is also the psychological health (personality) that also need attention. Personality is how people perform and give the impression to the other individuals. Therefore, personality must always be fostered and developed. A TAS should always introspective in order for identity and personal power is maintained, so that he is able to participate actively in social life. Then it takes also the integrity and quality of private firm in utilizing personal power. Personal integrity is one of the foundations that is very central to a TAS for professional displays optimal performance. While a strong personal quality is important for the development of a TAS.

Work Ethic TAS

Excellent service professionals should be guided by a high work ethic. The term comes from the word *ethos*, which means the basic attitude of a

person in a particular field. So the work ethic TAS is a mental attitude in the school administrative staff appreciate and respect his work. TAS is a low work ethic reflected in the attitude towards the public indifferent, lazy, undisciplined, like complaining, demanding, work carelessly, like delaying the work, and so forth. The best way to overcome this is to improve work motivation of staff because that was the root or foundation forming work ethic.

H. Janson Sinamo an expert classifies a work ethic eight kinds of professional work ethic (Endang & Mulyani, 2009). If related to the TAS, it can be interpreted as follows: (1) work is the work of God's grace so that TAS sincere gratitude; (2) the work is the mandate that TAS works full responsibility; (3) the work is a call that TAS completing work integrity; (4) work is the actualization of that TAS hard work vigorously; (5) work is worship that BAG serious work full of love; (6) the work is a work of art so smart TAS full of creativity; (7) the work is honor that TAS is working diligently full advantage; and (8) the work is a service that works TAS patience. As a professional, it is proper to apply TAS eight work ethic as the foundation for excellent service in the school office.

Furthermore, unethical actions that might occur in the office and need to be eradicated is corruption. A simple form of corruption in the school office for example asking for baksheesh to prospective new students who do not meet the requirements for him to be accepted at the school. Corruption comes from the Latin namely *corruptio* which means rotten, corrupt, bribe. Transparency International cite corruption as the behavior of public officials who improperly and illegally enrich themselves or enrich those close to him, by way of abusing public power entrusted to them (Zulkarnain & Sumarsono, 2016). This action violates the law that established the commission to eradicate corruption (*Komisi Pemberantasan Korupsi/ KPK*) to fight it.

CONCLUSIONS

As stipulated Permendiknas RI number 24 of 2008, the TAS is a job worth mentioning as a profession because someone must have educational qualifications and competence particular to be able to work as TAS. This means that a TAS are required to perform in a professional manner that can be realized by providing excellent service to its customers the school. Because in essence, TAS principal task is to support the passage of the educational process in schools through administrative services.

Understanding customer behavior TAS must be done in an effort to provide excellent service to customers. TAS also should be able to work together in teams and apply the principles to serve customers 3A prime. Principle 3A is serving *attitude* is right, give *attention* is not divided, and customers will be looking for evidence of past *action* to provide care. Furthermore, treatment or self-maintenance necessary so that the TAS has excellent performance or the best, so that the self-image of a TAS looks very appealing for anyone who saw it. Finally, a TAS should apply eight professional work ethics as the basis for implementing the excellent service.

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THE EFFECT OF NATURAL ROAMING AROUND APPROACH TOWARDS LEARNING OUTCOMES OF SCIENCES SUBJECT FOR STUDENTS WITH INTELLECTUAL DISABILITY

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ABSTRACT

Students with intellectual disability that require specialized learning can improve learning outcomes by using a Natural Roaming Around Approach. The purpose of this study was to determine The Effect of Natural Roaming Around Approach towards Learning Outcomes of Sciences Subject for Students with Intellectual Disability. The study used research designs Pre experimental design to form one group pretest-posttest design. Subjects of this study was 8 years students with intellectual disability in the class II. The collection of data was pretest, treatment and post-test. Data analysis was ladder - Wilcoxon signed. Hypothesis test results showed that the value T-count (36)> T-table (6), then Ho is rejected. The conclusion was that there were significant effect of of Natural Roaming Around Approach towards Learning Outcomes of Sciences Subject for Students with Intellectual Disability.

Keywords: natural roaming around approach, natural sciences, intellectual disability.

Children with special needs to contain a broader meaning, that is, children who have developmental disabilities and barriers to learning including children with disabilities. According to Santoso (2012: 1) the term children with special needs are not meant to substitute the term child with a disability or Extraordinary Son but contains a wider viewing angle and positive impact on Protégé or Children who have diverse needs. Children with special needs require the services of a special nature in education, so that barriers to learning can be eliminated so that their needs can be met. The world of education in Indonesia has been attention to the needs of education for children with special needs. This is evidenced by the many Special Schools were established in Indonesia, especially in East Java.

Based on Law No. 20 (2003), about the National Education system Article 32 states that "special education (education is outstanding) is an education for learners who have difficulties in following the learning process because of physical, emotional, mental, social and also has a potential intelligence or special talent ". The data obtained by the number of Special Schools in East Java are as many as 205 schools. One type of Extraordinary School is SLB C, namely special schools for students who have mental retardation or commonly referred to children with intellectual challenges. According Sukotjo & Triarini (2015: 1), Intellectual disability children are children who have limitations in the ability to think or use reason. Each child with intellectual disability have characteristics which vary in accordance with the IQ of

children have intellectual disability. Classification of children with intellectual challenges, namely: (1) mild mental retardation with an IQ between 55-70, (2) moderate mental retardation with an IQ between 40-55, (3) severe mental retardation IQ between 25-40, (4) severe mental retardation IQ under 25 (Sukotjo & Triarini, 2015: 1). Classification of some children with intellectual challenges, researchers focused on the child mild mental retardation.

Mild mental retardation child is retarded child who still has the ability to learn in school. Intellectual abilities of children with intellectual challenges to reason, take into account the ability and evaluation is very limited, so as to develop the idea and for the idea mengkontruksikan very limited. This is evidenced by the results of the child's learning intellectual disability low. In the view of cognitive learning is a process which stated capacity (creates the capacity) to enforce as behavior. Learning occurs among others, covers setting the stimulus received and adapt them to the cognitive structure that has been owned and formed in one's mind based on experience and previous understandings. The learning result is a reference to the learning set first before setting the learning method. Results of study can make a base to do the next treatment (Yamin, 2013: 242). Learning outcomes to be measured with a test should be in accordance with the purpose of learning, to see the achievement of learning that has been done.

Education for students with intellectual challenges are no different from the education of primary school students in general. There are some subjects, one of which is the natural sciences (IPA). Based Content Standard SDLB, one of the standards of competence which should be mastered

by students of class II in science subjects are living things and life processes. In the competency standards there are four basic competencies, one of which is familiar with the main parts of animals and plants around homes and schools through observation. Based on the interview with one of the teachers SDLB B-C Kepanjen Malang, the atmosphere of learning that takes place in the classroom still adheres to the old paradigm, teachers have not been using a variety of methods and models of innovative learning. Learning presented by the teacher is still very monotonous, boring and unable to arouse students' motivation to learn. The learning activities that empower students already owned up yet implemented.

The learning process presents significant challenges for students with intellectual challenges. Students slower in learning and generally have difficulties in the areas of: (1) attention, (2) processing of thought, (3) memory, (4) generalization, (5) perception, (6) the skills of adaptive behavior (Wijaya, 2013 : 38). Teachers need to make adjustments to how to teach students with intellectual challenges, especially in science subjects. For example, in order to overcome the lack of the ability to remember the students with intellectual disability teachers can build opportunities so that students can often gain experience learning new skills or knowledge (Wijaya, 2013: 40-41). Intellectual disability students may find it difficult to make sense of what has been perceived (eg, interpreting the image), to overcome this teacher should give visual support that uses real-life examples like the real situation (Wijaya, 2013: 42-43).

Learning science is a very fun learning can be implemented with a variety of models, methods, and media were very interest of students to learn something in the environment. Teachers can create an atmosphere of active learning, innovative, creative, effective, and fun. Many of the solutions that can be done to improve student learning outcomes in science subjects, among others, is to carry out learning in the outdoors such as utilizing existing natural around the school. learning model natural roaming around (JAS) will make the students happy and feel more refreshed. The process of learning about the natural approach is centered on student activity, explain more social, better utilize the multiple resources and assessment. Natural Browse About comprehensively integrate various approaches, among others, exploration and investigation, constructivist, the process of cooperative learning skills. The components of natural cruising around, namely:

exploration, constructivism, the process of science, community learning and edutainment.

Approach Exploration Nature Around been due to the browsing environment, students can see firsthand the living things make it easier to understand and remember the main parts of living beings, especially animals that are around. According to Mulyani (2010), learning Natural Roaming Around (JAS) is a learning concept which relates to the real situation and encourage students to make connections between the knowledge that has been owned by the application in the next life as a member of society.

Surrounding natural approach can construct meaning or can involve more senses that the sense of sight, sense of hearing, sense of touch, and sense of smell to the students and provide a more memorable experience. This approach can provide direct experience in the students so that they can get to know the natural surroundings. In addition this approach can be an alternative learning to prevent students from learning monotonous boredom. Browse approach Neighborhood Nature that the process will invite students to observe nature around the school is very suited to the characteristics of the IPA which require active learning and scientific discovery. With so expected Natural Approach Around this can improve student learning outcomes.

Based on the above background, the formulation of the problem in this study: (1) How effective approach to natural cruising around the learning outcomes of students with intellectual disability science class II SDLB B-C Kepanjen Malang? (2) Is there any influence of Natural Roaming Neighborhood Approach (JAS) to the learning outcomes of students with intellectual challenges IPA SDLB B class II-C Kepanjen Malang?

This study aims to (1) describe the effectiveness of the approach natural cruising around the learning outcomes of natural science students with intellectual disability class II SDLB BC Kepanjen Malang, (2) describe the effect of the approach natural cruising towards learning outcomes of natural science students with intellectual disability class II SDLB BC Kepanjen Malang.

METHODS

The research design used is Pre Experimental Design to form one group pretest-posttest design. The collection of data by providing pretest, treatment and post-test. The subjects were all students in grade 2 with intellectual disability in SDLB B-C Kepanjen Malang, amounting to 8 students. The instrument used was an objective test used to assess learning outcomes. Data analysis used ladder - Wilcoxon signed.

RESULTS AND DISCUSSION
Results

This study was conducted to all students in grades 2 with intellectual disability SDLB B-C Kepanjen Malang, amounting to 8 students.

Data Learning Outcomes IPA Before and After Using Roaming Natural Approach Neighborhood

At the time of the implementation of the pre-test performed on a second grade student With intellectual disability in SDLB B-C Kepanjen Malang. Activity emapat pre test conducted as many times that aims to determine the stability of Students. Implementation of the pre-test was conducted on March 7, 2016. Pre test is intended for beginning students mengetahuai ability of the material to be given before using the approach of natural cruising around on "Understanding the Main Body of Animals".

During the pre-test activities take place Students look confused and lacking confidence in the pre-test work on the problems. Students are used to work on the problems with the help of classroom teachers. Therefore, when the pre-test mengerjakajan about anyone just looked a matter of course. When approached by researchers Students instead ask about the answers that question. After that, researchers simply directing how do the problems and provide motivation for confidence. Here is the value pretest students with intellectual disability SDLB B class II-C Kepanjen.

Table 1. Score of Pre Test

No	Names	Results
1	Al	30
2	Az	30
3	Bl	10
4	Dw	30
5	Hq	60
6	Ns	50
7	Rz	40
8	Yg	50
Average		37.5

Table 2. Score of Post Test

No	Names	Results
1	Al	80
2	Az	70
3	Bl	70
4	Dw	80
5	Hq	90
6	Ns	80
7	Rz	80
8	Yg	80
Average		78.75

From the table above it can be concluded the results of the post test Students who scored more than KKM amounted to 60 is as much as 8 and who scored less than KKM is 0. With the value of the average of all students 78.75. Hypothesis test is used to determine the difference Natural Approach Roaming Around (JAS) on learning outcomes IPA. To test the hypothesis by using the Wilcoxon test formula marked degree. The formulation of the null hypothesis and the hypothesis works as follows: H1: There is no difference in approach Roaming Neighborhood Nature (JAS) to the learning outcomes of students with intellectual challenges IPA SDLB B class II-C Kepanjen Malang. H0: There is a difference approach Alam Roaming Around (JAS) to the learning outcomes of students with intellectual challenges IPA SDLB B class II-C Kepanjen Malang.

Based on using a different test level marked Wilcoxon test. Here are the results marked Wilcoxon test.

Table 3. Different Test

No	Names	Value		(Yi-Xi)	Grades
		Pre test (Xi)	Post test (Yi)		
1	Al	30	80	50	6,5
2	Az	30	70	40	4,5
3	Bl	10	70	60	8
4	Dw	30	80	50	6,5
5	Hq	60	90	30	2
6	Ns	50	80	30	2
7	Rz	40	80	40	4,5
8	Yg	50	80	30	2
Result					T= 36

Discussion

Researchers held a pre-test to determine the extent to which the ability to be material. At the time of the pre-test is performed four times to measure the stability of the value, seen from the answers of students still tend to be difficult to answer, anxious and insecure. The attitude of the students always looked left to right to get the help of teachers. Habits learners who always helped when doing a matter of making no confidence in their abilities. The findings of this study are known to the average score of pretest was 37.5 so that it can be concluded that the students' learning outcomes IPA with intellectual disability before taught to approach Nature Roaming Neighborhood entered in the unfavorable category.

Results retarded child learn science after learning approach using natural roaming around (JAS) increased after learning and treatments in accordance with the opinion. According Alimah

(2010), JAS approach has significance as follows 1) teaching and learning activities have always been associated with real-world situations, 2) can inculcate scientific attitude in students, 3) the learning process more meaningful and 4) having vision diverse students. Although the beginning of the treatments, the students were still confused because the first time they are given the responsibility to help solve the problem in accordance with the environment, learners quickly adapt because the materials are created using a real problem and solved it using a real context in accordance with the ability of children with intellectual challenges.

The interaction between friends during the discussion to provide an atmosphere of learning in accordance with the steps approach natural roaming around. Teachers as a motivator and facilitator, slowly becoming a learning companion. At the time of concluding the learners found in accordance with the results of the discussion. If there is an answer that was not relevant to straighten teachers and give guidance. At the time of the post test work on the problems of learners already feel confident. This, terliahat post test values obtained categorized as good with an average score of post test of 78.75. It can be concluded after deiajarkan approach Roaming Neighborhood Nature, Science learning outcomes fit in either category.

After testing the hypothesis, showing the results Thitung (36)> Ttabel (6), then Ho is rejected. The conclusion is that there are differences in students' learning outcomes IPA with intellectual disability before and after the approach taught by Natural Roaming Around Roaming approach so that it can be concluded Nature Around affect the ability to listen to stories for students with intellectual challenges.

The findings above can be used as a consideration to the following recommendations: 1) For schools to be used as a reference suggested a new approach to improve the learning of Natural Sciences using the conventional approach with Nature Exploration approach Sekita. 2) For teachers need to develop approaches Roaming Neighborhood Nature in accordance with children's issues through learning activities by: changing the model of learning that lesson plans are provided by schools in accordance with the applicable curriculum, the necessity of

learning conditions that involve the students as the student center, the teacher only acts as a facilitator and motivator, the material used should be adjusted to the real conditions. 3) For further research is expected to expand research using Natural Approach Roaming Around (JAS) in subjects with different characteristics, so as to provide a broader knowledge.

CONCLUSION

The conclusion of this study is the result of data analysis known that the learning outcomes of students from eight only one who reached the KKM is determined to be 60. The average results for students during the pretest value of 37.5 after using a natural approach Roaming around the learning outcomes Natural Sciences retarded children is increasing and above KKM determined and has an average grade of 78.75 value. Visible value Thitung = 36 Ttabel (at $\alpha = 0.05$ and N = 8) = 6, T (36)> T 0,05 (6). Based on these criteria, then Ho is rejected so that it can be concluded that the approach of Natural Roaming Around influence on science learning outcomes in children with intellectual challenges SDLB B-C Kepanjen Malang. Browse approach Alam Neighbourhood affects the outcome of retarded children learn science in SDLB B-C Kepanjen Malang.

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THE ROLE OF WOMEN IN THE INFORMAL SECTOR IN BABATAN VILLAGE, SURABAYA

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ABSTRACT

The purpose of research describes the role of women in the informal sector tailors fabrics of cotton waste and goody bag in improving the welfare of the family in the Babatan village, Surabaya. Qualitative research approaches are presented descriptively, which will see an immediate and profound. The technique used is interview, observation and documentation. The research subjects consisted of one agent cotton waste cloth, one agent goody bag each of the four tailor fabrics of cotton waste and four tailor goody bag. Technical validity of data use triangulation sources and techniques. Data analysis techniques include data collection, data reduction, data presentation and conclusion. The result is that the role of women in the informal sector tailors fabrics of cotton waste and goody bag quite well in improving the welfare of the family. It can be seen from 1). Increasingly a fulfillment of more equitable life, 2). The ability to provide fund of education for children. 3). Having confidence in social interaction.

Keywords: role of women, informal sector

Economic growth and poverty is an important indicator to look at the success of development of a country. Each state will strive to achieve optimal economic growth and reduce poverty. In many countries of the world the main condition for the creation of a poverty reduction is economic growth. But the conditions in developing countries, including Indonesia's economic growth achieved were also accompanied by the emergence problem the number of people living under the poverty line. (Academic Paper Non-formal Education, 2014:1).

Poverty is unresolved problem until today. It was reinforced by Central Bureau of Statistic which provides the data for 2012-2013 in Indonesia reached by 28.59 million (11.66%). While the number of poor people in East Java in 2012 showed 4.960.54 thousand people or 13.08% of the population if the entire island of Java in both rural and urban. (htt:www.bps.go.id/brs_file/kemiskinan_02jan13pdf accessed on Wednesday, March , 27 2013).

To overcome poverty, one of the approaches that can be done in improving the quality of life and raise the dignity of poor families is community empowerment. This concept becomes very important because it gives a positive perspective on the poor, namely through the empowerment of the women was developed by the non-formal education, this is done in the context of lifelong education services to people who desperately need.

The empowerment of women is the effort to improve or encourage being able to participate in improving their abilities. This empowerment is indispensable in everyday life. Women also often experience the limitation in actualize herself. These limitations can lead to less women are actively engaged in an economic activity within the family in order to improve the welfare of the family.

The limitations such as lack of education, skills, at least employment, women ideological barriers associated households and certain constraints known as "*tipple burden of women*", that women have a tremendous potential to improve the economy, especially in managing the family economy.

Women today not only live as life partner or just take care of the household, but also capable of creating the economic resilience of the household. So that the role of women in sustaining life and livelihoods of families increasingly evident. Women not only work taking care of the family but also many who work outside the home or stay at home as informal sector workers.

From these statements, that women role shifted from their man task as an ordinary housewife. However, low education and the difficulty of getting work of the women prefer to work in the informal economy. The definition of the informal sector is dust cloth and sew goody bag.

Babatan village is one of the villages that a large part of her working population cottage industry sector, i.e. sew rags and goody bag. This is done by most women in the area to meet the economic needs of the family in order to improve the welfare of her family. They are breadwinners in the informal sector with relatively low income. The participation of women in livelihood activities, others do not, because the head of household income is not enough to make ends meet for his

family. Needs that need to be fulfilled in the life of housekeeping, among others: a decent living, nutrition and good health for all members and support the future of education.

In general, the head of household (male) in the Babatan village be working odd jobs, such as being blue-collar workers construction workers, general freight forwarder driver or small traders. It is key driver for women to work in the informal sector in order to participate in improving the welfare of her family. According to the data resident in the Babatan village in 2012-2013 there were 7975 families among the population is female as many as 14.085 people and the population of male amounts to 12.832 people. A total of 302 women as tailor fabrics of cotton waste and 32 as tailor *Goody Bag*.

Babatan village is one of the villages in Surabaya is a large part of the population works in the informal sector or sectors of the housing industry is sewing cloth rags and sewing *goody bag* is a job for the majority of mothers in the Babatan village. This is done by most women in the area to meet the economic needs of the family in order to improve the welfare of her family. They are skilled as breadwinners in the informal economy.

Tailor fabric cotton waste and goody bag in the region Swipe is one of livelihood for the mothers of households in the Babatan village. Sew cotton waste and *Goody Bag* dominated by mothers of households with low education, most graduates of elementary, junior high school or equivalency education and minimal scope of the social. But there are some who have higher education also conducts sew rags and *Goody Bag.*

The researchers wanted to know how the role of women in the informal sector as a seamstress and tailor cotton waste cloth goody bag in improving the welfare of the family in the village of Babatan Wiyung- Surabaya.

METHODS

Research on the role of the women role in the informal sector to the sewing group goody bag and cloth rags in the Village of Babatan Wiyung Surabaya is a study with qualitative approach presented descriptively, or in other words, this study is a qualitative descriptive study, which will see firsthand and deep.

Researchers observe and explore phenomena that occur in the field for later interpreted and given meaning to then be adjusted with the goal of research is to describe the implementation, the role of the supporting factors and obstacles women in Babatan Village, Wiyung District of Surabaya.

Research flow chart to be conducted by a team of researchers using the steps as follows:
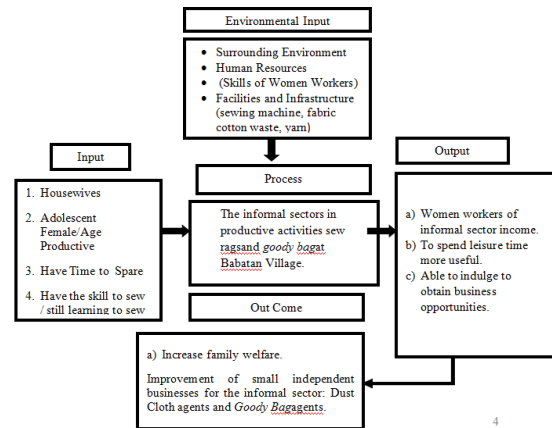
The subject of research is the informant who is the source of data collection. In this study, an informant is a woman who is a citizen of the move as a research location of goody bag agents and four goody bag tailors in the Babatan village has been sewing bag over 7 years. While informants agents and tailor cloth rags, researchers took four informants, where the informant is tailor cloth rags already experienced sew cotton waste more than 10 years working in the sewing cloth rags and one agent cloth cotton waste, wherein the agent is the biggest agents of existing in the Babatan village and also has a long way in the fabric industry cotton waste itself, as the primary data source for the implementation of the research so that researchers can get as much information from the informant has been selected.

Data collection techniques in a study must be considered carefully and thoroughly. To gather accurate data and the true need of the election proper techniques.Data collection techniques used in this study was interviews, observation and documentation.

Analyzing the research data is an important step. Analysis of the data in this study using non-statistical analysis. Qualitative data analysis by Bogdan (in Sugiono, 2012:244) state that "*Data analysis is the process of systematically searching and arranging the interview transcript, fieldnotes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others*" in other words, the data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes, and other materials, so it can be easily understood, and its findings can be communicated to others.The rare steps that must be taken in qualitative data analysis Miles and Huberman, (1992:22) are 1) Data reduction, 2) Data display, 3) Verification of the data and draw conclusions.

In this study, data reduction is conducted by: 1) Make a summary of contact, 2) developing the coding, 3) make a note of reflection, and 4) disaggregation. A fourth data reduction technique is done continuously during the study and the results are expected to provide sharper.

With data reduction can gain a clearer picture of the reduced data and facilitate researchers to conduct further data collection and search, if necessary.The components in question are how respondents understand the role of women workers in the informal group of tailor's fabrics of cotton waste and goody bag.

Once the data is reduced, then the next step is to display the data. Miles and Huberman (1992: 17) define the presentation of data as a set of structured information that gives the possibility of drawing conclusions and taking action.Through the presentation of these data, the data is organized, arranged in a pattern of relationships, so it is easy to understand.

Data reduction is displayed or presented the results of research, making a detailed description on the findings of the research that can be read and understood.

Since the beginning of the data collection the researcher must make an interim conclusion. In the final stage, the conclusion must be rechecked (verified) on notes made by researchers and further towards the conclusions more robust.

The conclusion that has been made before the still tentative changed when found supporting evidence is strong on the next stage of data collection. The initial conclusion is supported by evidence of valid and consistent when researchers falls spaciousness to collect data, then the conclusion is a credible conclusion.

In accordance with the characteristics of qualitative research, there is a special standard that must be met in qualitative research. According to Linclon and Huba (1985: 42) there are four main types of standards or criteria to ensure the correctness of belief or qualitative research results are: (a) credibility by this criterion the data and information collected should contain a truth value, which means that the results of qualitative research must be believed by a critical reader and can be accepted by people or informants who provide information is collected during the collection of information took place.

RESULT AND DISCUSSION

Description of socio-economic conditions in the Babatan village, Babatan indigenous people in the village had an alliance mostly living in Babatan villages, so that they are very good social relations. But there are also migrants residing in boarding houses and rented in the Babatan area. For the Babatan villagers economic circumstances, because most of the population are manual workers and informal workers, it can be classed them are prosperous family of phase I, prosperous family of phase II, and a small proportion of stage III prosperous family. This classification based on indicators BKKBN.

Tabel 1 Population of Babatan Village

Number	Elucidation	RW I	RW II	Population
1	Number of RT	6	8	15
2	Number of KK	2057	2234	4291
3	Number of Goody Bag Agents	2	-	2
4	Goody Bag Tailor	12	20	32
4	Number of Cotton Waste Agent	6	3	9
5	Number of Cotton Waste Tailor	225	77	302

Data obtained from the analysis of data collected through interviews, observation, and documentation. The data in this study describes how the role of women in the informal sector through tailor cloth rags and a goody bag in improving the welfare of the family in the Babatan Village.

From a tailoring business cloth rags and a goody bag that is carried by the women in the Babatan village, the women here can provide its own role for the economic life of their families, even though the income earned by the women this is nothing but sew cloth rags and a goody bag is enough to help them in fulfilling their daily needs.Income earned on average is Rp. 250,000 to Rp. 380,000 obtained every week, but it can make a woman in the Babatan village has its own power in improving the welfare of the family.

The Fulfillment of Decent Living Needs

According to Suyatno (1996:54)Women are economic resources not less important than men. Awareness of women in the household and not simply as appendages of reproductive function,but more than that of women also proved that women can also contribute significantly to the economic viability and can improve the welfare of family and community life. Sew cotton waste and goody bag for women Babatan village is not unfamiliar activity, here they can work as desired and its spare time without having to leave their domestic activities as a housewife.The purpose of sewing cloth rags and a goody bag activity for women in Babatan villages is to help improve the economy of their families so as to affect the welfare of her family.

In general, the cost of living or spending to feed the Babatan community is around Rp. 25.000 -

Rp. 35,000 per day, with the lack of such spending, the fulfillment of nutrients to the entire family.

According to the research, informants mention any changes in the sector of their economy, and with the activities of sewing cloth rags and a goody bag is made of informants can meet their daily needs such as nutrition, health, proper clothing and shelter decent although not all can be met.

Capability Providing Education for Children

According to Soeharto (1997:210-224) empowerment is a process of awareness and capacity building towards greater participation of women to free themselves from powerlessness and poverty and foster strength and also have the independence. The role of women is very important for the process of empowerment (*empowering process*) on the welfare of the family in the economic field related to education, social, cultural, political and so on.

Low education levels in women are very influential on the job you have, and will also affect the revenue earned. In this study showed an average of less educated women can only work be tailor cloth rags and other informal work, is, to say the income they earn relatively low. Low income, the role of women in improving the welfare of their families will also be low. Instead women with higher education will have a decent job.

Of that argument could conclude that one of the indicators of the success of empowerment in society is to improve education. Through sew cloth rags and a goody bag to our informants who have responsibility for education in children feel helped in financing the education of their children. Before sewing cloth rag they admitted little difficult in financing their children's education sometimes they borrowed money from neighbors and community organizations that they follow.

Confidence in Social Interaction

In addition to basic needs, according to BKKBN (2013:17) psycho-social needs (social-psychological needs), namely: 1) education, 2) recreation, 3) transport, 4) internal and external social interaction. That is a requirement that must be met to support the welfare of the family and be able to facilitate all members of the family in improving the skills, knowledge and skills in order to improve the income and welfare of their families.

Parents who have a high level of family welfare would have a plan in their spare time. Children with recreation or leisure activities that can improve their knowledge and skills. Sand can provide entertainment that children do not feel bored with the routine of home and school. In contrast to parents who have a low level of family welfare lack of attention to the needs of recreation that can improve their talents and interest in a particular field. This is because parents are busy looking for additional work to meet everyday life so, they feel no need to waste time and money to engage in activities that are considered less important.

In the ownership of the means of transport for the daily activities of all family members of parents who have family welfare level higher will give you comfort and security in the use of private transport for the whole family in performing daily activities. While parents who have low levels of family well-being can only use public transport sometimes less comfortable and safe for children. This is due to the inability of family heads in the purchase of private vehicles.

Family welfare is high on the elderly will also increase the social interaction of internal and external to all family members with family, friends, neighbors and the environment and have a broad external social interaction so as to establish relations in the field of employment and education. While the parents of the low level of welfare families do not have a lot of relationships and less have a long association being busy doing work informally on the sidelines of his spare time.

CONCLUSION

Cloth rag sewing business and goody bag carried by the women in the Babatan village, can provide its own role for the economic life of their family, income sew rags and goody bag is enough to help them in meeting their daily needs.Income derived average is Rp. 250,000 to Rp. 380,000 obtained every week, making women in the Babatan village has its own power in improving the welfare of the family. They can help the head of the family to meet the needs of food more decent life, ability to provide education for children and increase the confidence.

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TEACHING AND LEARNING APPLYING EXPERIENTIAL LEARNING CYCLE IN STUDENT CENTERED LEARNING PROCESS

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ABSTRACT

Experiential learning cycle has been known as the process for adult learning and usually used in adult training. MDF has been using it as the basic approach in all of its training. Knowing the four steps of the cycle - experiencing, processing, generalizing, and applying–my presentation will discuss whether this model is truly only appropriate for adult learning, or can also be used for any learning process, including for formal education, for teaching at schools or lecturing at universities.To apply this model in the classroom, a teacher/lecturer should function as a facilitator. The presentation also highlights how the first step of the cycle, experiencing, has been misinterpreted by many trainers in their efforts to apply the experiential learning model in their training, and how learning games has been mixed up with ice breakers. Finally, I will bring up possible challenges that education and training institutions can have in order to apply this model effectively in their system.

Keywords: teaching, learning, experiential learning cycle, student centered learning process

Adult learning is usually associated with adult training and has been used in development program for many years. The concept, known as andragogy, was popularized by Malcolm Knowles in the 70's-'80's, and is based on an assumption that adults want to learn. He defined andragogy as "the art and science" of adult learning. Currently, adult learning is perceived as "learner-centred education" for people of all ages as alternative to teacher-centred education (synonym for teaching). Meanwhile, in the 80's David Kolb found out that adult learning forms a cycle, known as adult learning cycle or experiential learning cycle.

MDF, a training and consultancy company established in 1984 in Ede, The Netherlands, uses both concepts, along with other learning theories, as the basic principle in delivering its services. Our principles incorporated in our services which are training, workshop and consultancy works encompass the basic values of interest and willingness to learn and share ideas with others, the possibility to simplify complex matters and the fact that experience and wisdom are available within networks, organizations and individuals. These principles are reflected in our training approach which is highly interactive and participatory, stimulating self-discovery and out-of-the-box thinking and ownership. The information presented here is based on MDF's experience as a training and consultancy company, particularly in MDF Asia in Bali, as well as my observation and past experience as civil society specialist of USAID Program Repres, project formerly, and a training advisor of USAID Local Governance Program some years back.

Adult Learning – the Assumptions and Principles

The andragogy approach is all about putting the learner in the driving seat (Conner, M.L, 1997-2004). The concept is about self-directed learning, and informal adult education (Smith, M.K., 2002) was presented as opposite to pedagogy, the education of children. Knowles made 5 assumptions about the characteristics of adult learner, i.e. 1) self-concept: An adult self concept moves from being a dependent personality toward being a self-directed human being; 2) adult Learner Experience: An adult accumulates a growing reservoir of experience that becomes an increasing resource for learning; 3) readiness to Learn: An adult's readiness to learn becomes oriented increasingly to the developmental tasks of his/her social roles; 4) Orientation to Learning: Adult's time perspective changes from one of postponed application of knowledge to immediacy of application. Accordingly, his/her orientation toward learning shifts from subject- centeredness to

problem centeredness; 5) motivation to Learn: Adult's motivation to learn is internal.

In addition to the above assumptions, Knowles' also suggested 4 principles that are applied to adult learning 1) adults need to be involved in the planning and evaluation of their instruction; 2) experience (including mistakes) provides the basis for the learning activities; 3) adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life; 4) adult learning is problem-centered rather than content-oriented. (Kearsley, 2010)

If you evaluate the results of a training programme, it is not uncommon to find the trainees who do not do, or are not capable of doing, what the training programme was set up to enable them to do, or university students who can not relate what they learn with the real life. There are many reasons why this may occur; one of the causes of failure is poor design of the training event, due to incorrect assumptions about the way in which the trainees will learn to do the job, or the students to achieve the learning objectives set in the curriculum. This paper discusses the way in which people learn, suggests how a trainer/teacher can make use of the "Adult Learning Cycle" to design more effective training events, and anticipate possible challenges that an organization can have to apply it in a formal education setting, particularly at higher education level.

Adult Learning Cycle – Experiential Based

Many training programmes and university courses begin with theory; practice only comes later. The Adult Learning Cycle takes the opposite route: it is an experiential learning cycle. There are four major steps in the cycle, the first of which is always experience. The steps are experiencing: (seeing, doing an activity); processing (reflecting on, discussing the activity); generalizing (inferring from the experience at a higher level of abstraction, define some "truth" about how things work); applying (making use of the generalisation to change behaviour to become more effective).

How do we, at MDF, do it in practice? For the first step (Concrete Experiencing), the trainer sets up situations, settings and environments, which are most likely to provide the trainees with the desired experience or will enable them to recall a real life experience related to the topic. The trainer then provides a structure for

reflection, discussion or feedback, which enables the trainees to share reactions and observations and process the experience (Reflective Observation). If the trainees are to make use of the training in their real work, they will have to transform what they have observed in one specific situation into a general principle or draw a general lesson from it. The trainer enables participates to do so by linking existing knowledge about the topic to experience of the trainees. This existing knowledge can be brought either by participants as well as by the trainer, who might present this through a brief presentation or facilitate the discussion to clarify the points and help to relate them to potential application (Abstract Conceptualisation). Finally, to conclude the session, the trainer helps trainees to identify and plan how they will apply what they have learned to help them to do their work more effectively (Active Experimentation) and when possible organise a real life application which again provides new input for another loop according to the learning cycle.

The cycle is shown in the picture below.
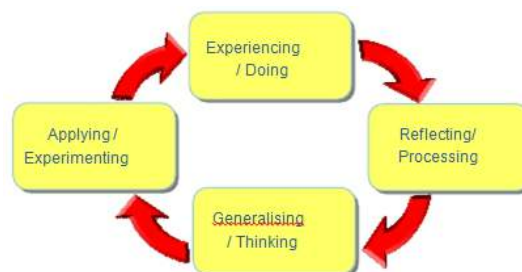
Figure 1: The experiential learning cycle

MDF combines the insights of the presented learning theories to provide the most effective training courses. The concept of experiential learning serves as organiser of the learning process of training courses. The insights of androgy enable to deliver high quality learning and outline more concretely the role of the trainer. The overlap between these learning theories, as well as their complementary, confirms their relevance for trainers and provides a strong argument for the application of the theories.

Misinterpretation of the Concept

In my current and previous jobs, I meet and interact a lot with various trainers, and observed how they conduct group processes. There have been many instances where I found the first step of the adult learning

cycle, the experiencing, has been misinterpreted as giving ice breakers. In an attempt to make the beginning of the training lively, many trainers employ different kinds of icebreakers. Unfortunately, they did it just for fun, and it became meaningless. This has made lots of people cringe when they hear the word "icebreaker". They perceived icebreakers as touchy-feely, frivolous, and a big waste of time.

This perception has been caused by different arguments. Some critics argue learners from different cultures and countries may be even more averse to icebreaker activities than skeptics in the U.S. Others suggest the dislike of icebreakers may not be so much a reflection of the culture but of the individuals themselves. Are they learners introverts or extroverts? Managers or line workers? Do they know each other or not? Does the technical nature of the course necessitate a collaborative learning environment or not? Certainly icebreakers should not humiliate participants or put them on the spot, nor should they create an overly competitive tone.

Still, despite their bad reputation, icebreakers remain a highly valued component of many learning sessions, no matter the age, level, or geographic location of the learners. Why? Because the benefits of icebreakers so strongly outweigh the drawbacks, most of which can be managed by carefully selecting and framing the activity. That is, if they are used properly. So the question, then, is not whether to do an icebreaker or not, but how to do it right. There are at least three reasons, called "three Rs", that guide one in selecting an appropriate exercise for an icebreaker. It should be either complements your goals (relevance), or draws participants in without putting others off (relaxation), and is followed up with a discussion that articulates the benefits derived from the experience (review).

To avoid more misinterpretation on icebreaker, in MDF we call the three R-ed icebreakers "teasers". The name was taken from the term that some people use in film / television production. A "teaser" for the TV and film people is a very brief, 1-3 minutes opening segment of a film / a TV show that subtly disclose the hinds of the main theme of the show.

Trainer as Facilitator

To apply the experiential learning cycle in student centered learning process, the teacher/trainer is expected to shift his/her role from the sole source of the knowledge and information to a facilitative expert who guides a group process and creates an environment in which the process can flourish, and so help the group reach a successful decision, solution or conclusion. The "group process" is the approach used to manage discussions, get the best from all members, and bring the event through to a successful conclusion.

In a well facilitated group process, participants learn most from actually doing things themselves: in subgroups, discussing with each other and receiving feedback from the trainer and from each other. Training is no longer a one-way track in which the trainer pour knowledge into empty vessels, but a living interaction, which makes training fascinating.

Facilitation of learning in group work starts with clear instructions of the assignment for participants. The trainer/facilitator gives instructions for an assignment in such a way that it is perfectly clear for the participants what is expected from them. When they return in plenary, the facilitator enables them to share their concerns and questions with the group. This has to be done with sufficient profundity, so the participants' application of the concepts is based on a well informed understanding . All this needs to be carried out in an efficient way without losing flexibility with regards to time.

To facilitate effectively, the facilitator must have some basic skills. There are four levels of skills required of a great facilitator 1) the basic intra-personal level: A facilitator needs to be mature emotionally, and able to manage his/her emotion well. He/she should respect the group and trust them as adults that have ample knowledge and experience; 2) the interpersonal level: The facilitator needs to be able to communicate with the group, make them understand the process, know their expectation of the group process and what they are expected to do. On the other hand, he/she also needs to understand what the participants say, listen actively, detect important issues, and summarize the discussions; 3) the group dynamics level: Here the facilitator is expected to stimulate open dialogue and cross sharing among participants. He/she should also be able to manage group dynamics, even conflicts,

should they arise. To perform well at this level, a facilitator has to be objective. It doesn't mean he/she has to come from outside the organization or team, though. It simply means that, for the purposes of this group process, he/she will take a neutral stance. A facilitator steps back from the detailed content and from his/her own personal views, and focus purely on the group process; 4) The process design level: A facilitator is expected to also be skilful in designing the event that he/she is going to facilitate. To do this effectively, he/she needs to consider several factors, i.e. the nature of the topics under discussion, the expected output of the event, who the participants are, how many are expected to attend, what their backgrounds and positions are, what is their position toward the subject, how well they know it – and each other, the type of involvement people need to have, the time he/she has available.

Figure 2: The skills of a facilitator

This is where and when a facilitator plans how he/she would weave the adult learning and other learning concepts into the process and produces a well designed plan, a blue print, of the process that he/she is going to facilitate. The illustration on the next page shows the skill levels of the facilitator.

The secret of great facilitation is a group process that flows – and with it will flow the group's ideas, solutions, and decisions too.

Application in University Courses

There is a popular misconception that everyone can teach as long as they are discipline experts. For university teachers, their teachings should be "scholarly", which means, it is based on research and theory, a more informed approach to teaching. A

question to ask now is, can the adult learning cycle and the facilitation models be applied in university teaching and still make it "scholarly" and effective? More challengingly, can they become an applied model of university teaching?

Takalani S. Mashau (School of Education, University of Venda, South Africa) and Cosmas Maphosa (Faculty of Education, University of Fort Hare, South Africa) conducted a study on facilitation of learning in universities to make effective teaching. They pointed out that there is common agreement that effective teaching should result in meaningful learning for learners. Students do not necessarily need to acquire knowledge for knowledge's sake, but they should be able to apply what they learn in real life situations. To help them get there,, the teachers should follow some rules, one of which is to apply experiential learning.. Melvin L. Silberman defines it as "….the involvement of learners in concrete activities that enable them to 'experience' what they are learning about and the opportunity to reflect on those activities".

That is from an academic and theoretical stand point. From the practical front, MDF has experienced and observed through its technical assistances to a number of clients, that applying experiential learning in universities can be done. Part of our clients was universities in Eastern Indnesia, a.o. Universitas Nusa Cendana and Politeknik Pertanian Negeri in Kupang, Universitas Khairun in Ternate, and Politeknik Negeri Kupang. Through a capacity building program funded by NUFFIC, MDF provided a series of training (including ToT and Competency Based Learning) to these universities. The change that took place included a.o use of teasers in the teaching-learning activities in the forms of film, game, and story telling (no teaser had ever been used before by the lecturers), application of experiential learning cycle completely in their lecture (which had never been done before MDF's intervention).

The other client is a national training institution, Lemhannas RI (National Resilience Institute) that provide training for national leaders. MDF has been facilitating it in reshaping its curriculum and training its trainers on various management topics including interactive teaching. Using and introducing experiential learning cycle along with other interactive and participatory methods through a series of training of

trainers program, we observed some positive changes in the way some of the trained trainers conducted their courses at Lemhannas. This included a.o. use of different forms of teasers in the beginning of their sessions (short video related to the subject, a series of data on a slide, recent news from the newspaper), reflecting on the teaser / debriefing, as the bridge to the main presentation. This had never been done before, admitted the trainers' assistants that have assisted the senior trainers for some time, use of small group discussion as the application step of the cycle. This had never been done either before, with the reason that "it is not possible to do it in a big class of 125 participants". But they have tried and found out that it was doable, more relaxed atmosphere by way of the trainer walking around the class and approaching the participants. This also was a new style for them, as they used to lecture either from a podium or sitting at a table on the stage, use of new review method (the trainer used carousel and admitted she had never used it before).

At this stage, in the mentioned universities, the change has been well appreciated by the management. Although the number of faculty members that have been trained on this approach was relatively small (around 40 lecturers), the management of the universities have encouraged other faculty members to also apply it. With Lemhannas, although the number of senior trainers that we have observed to apply it has been small (7 out of 40 trainers that have been trained in MDF ToT), the Deputy of Governor has expressed his intention to have more trainers trained on the ToT, to escalate the good practice.

The Opportunites and Challenges

Promoting a new way of teaching can be considered promoting a change in an educational institution, and change is part of an organization's development. In its development and growing process, an organization also goes through a certain stages of learning. In that sense, as a learning organization, the cycle of learning is applicable not only for people's learning, but also for an organization's.

Since the basic believe in adult learning cycle is that adults learn best from experience, applying it in the context of organizational learning, MDF also believes that an educational institution (in this case, a

university) can also learn from its experience. With an assumption that a university has a keen interest to enrich its courses modalities with a new/different model, the first step of the cycle ("Doing/re-doing") can be done by having lecturers and academic staff share their experiences, knowledge and expertise on how the curses have been delivered so far, as well as expectations of, and ideas on the new initiative (see Figure 3 below). This is also meant for building a clear linkage between the new ideas with existing working realities.
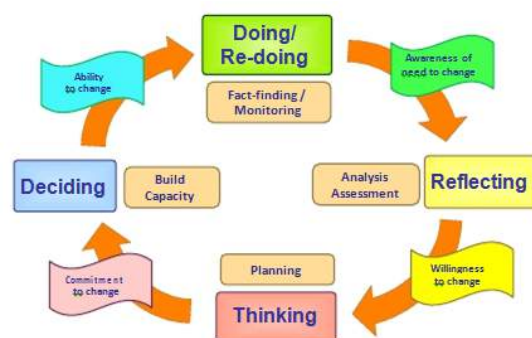
Figure 3: The organizational learning cycle

As you can see in the organizational learning cycle, each step of the learning process goes hand in hand with a step of a change cycle, i.e. the facts finding step of the learning cycle is accompanied by raising awareness of the stakeholders for the need to change, the reflection process of the learning is followed by encouraging their willingness to change, the thinking and planning in the learning cycle is accompanied by getting stakeholders' commitment to change, the applying/ experimenting process of the learning cycle goes with building the capacities and facilitating stakeholders to implement the change.

Process wise, that is the prescribed flow. However, changing the way the lecturers teach doesn't concern only the lecturers, but everyone else as well as other components in the organization. Therefore, institution wise, it will affect all elements of an organization. MDF sees organization as an entity within an environment, and the environment (external) is considered part of an integrated way of looking at an organization. Why so? BBecause the reason for existence of an organization is actually to respond to, and influenced by, what's out there in the environment. We call this an

Integrated Organization Model (IOM - see the elements of IOM in Figure 4 below).
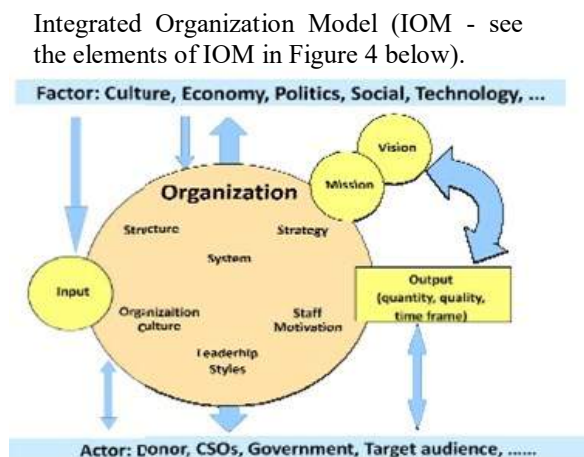
Figure 4: Elements in Integrated Organization Model

The IOM suggests that any change within an organization will affect the whole elements of the organization. Let's take promoting a new way of teaching as an example. How do we see it from the IOM perspective, and what questions can we ask to challenge ourselves and to see if the promoted change is feasible or doable?

Those were some examples of key questions that the management of a university needs to ask themselves in order to make the proposed change inter-woven with the whole system of the organization and owned by everyone concerned. You might have a lot more provoking and strategic questions as you know the surrounding and specific conditions of your own organization. That is, when we look at the change from an integrated organizational perspective. MDF has been using this model in assisting its clients go through a strategic planning process

From programmatic view, Mashau and Maposa recommended the following points for a university to ensure effective facilitation of learning regular Short Courses for lecturers on curriculum development, learning material development, assessment and moderation, among others, coordinated by teaching and learning centres, to assist them with knowledge, skills and values on teaching and learning, and enhance teaching and learning, qualifications in Teaching for academic staff to help them getting prepared for the ever-changing roles in teaching and ensures that teaching is professionalized. Professionalization of teaching in universities will certainly enhance teaching and learning, action Research into Teaching and Learning by academic staff members on challenges

and even successes regarding teaching and learning, to make them engaged in systematically examining their teaching processes and findings will inform practice, recognising and Rewarding Excellence in Teaching so lecturers who excel in teaching can be recognized in the same manner that top researchers in universities are recognised and rewarded.

CONCLUSION

Experiential learning cycle help students and training participants connect the subject being taught with their experience and the reality in life. It also makes teaching more effective, lively and engaging. To do that, a teacher/trainer has to function as a facilitator. In taking that role, one needs to apply the concept properly, do not misuse it to avoid misunderstanding of the process. It takes a comprehensive and integrated approach for a training/education institution to make conventional teaching become facilitated learning. And to shift from the old practice, the institution needs to become a learning organization. In higher education context, when teaching is given equal status with research and academic staff members who excel in teaching are given due recognition, this will go along the way towards promoting effectiveness of teaching.

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READING METHOD EFFECT OF UNDERSTANDING ABILITY TO SOLVE PROBLEMS INCREASE STORIES FOR ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

One factor creating problems to students in doing essay test items in mathematics is the students' reading comprehension ability. The reading ability can be enhaced through various reading comprehension practices which have developed in the world of education nowdays. ECOLA, OK4R, and SQRQCQ are methods which can be applied to develope the students' comprehension ability. The presents study is trying to compare the effects the methods perform in developing the ability of doing the essay test items in mathematics of the 3rd year elementary students.

Keywords: method, understanding, ability, elementary school.

One of the goals of giving mathematics courses at the school is that the students are able to solve mathematical problems. The ability to solve problems here include the ability to understand the problems, devise a mathematical model, solve the model and interpret the obtained solution. Therefore, in the discussions, learning mathematics should be familiarized by proposing a real problem, which is learning to associate a real problem in everyday life. Learning to associate the subject matter with real problems in daily life, seemes to learning math word problems.

There are many factors why students have difficulty in solving mathematical problems due to the form of word problems. One of the factors that led to students 'difficulties in solving the story, is the level of students' reading comprehension. Math word problems are packed in a story about the lives of students, and require the students to read a text about the story first before finishing the problems. Usually students' difficulties in changing the sentence into a mathematical sentence so that the matter can be resolved. This makes the students feel bored when solving word problems.

In order to make students complete the required math word problems the students must posses two skils in advance, the ability to understand a series of sentences and the ability to convert the story sentences story in the form of a series of mathematical symbols.

Reading comprehension can be trained with various methods of reading comprehension that are emerging in the world of education today. Some of the methods that can be applied to improve students' reading comprehension, is the DRA, DRTA, Ecola, GIST, OK4R, SQ3R, REAP, PQ4R, PQRST, SQRQCQ, CALLA, and others. Methods of reading comprehension have been widely demonstrated able to improve reading comprehension through research.

If the students' reading comprehension is good, the ability to solve word problems of these students would also be good. It is also that there are several methods of reading comprehension that can train students' reading comprehension. Therefore, if we applied the methods of reading comprehension, the ability of students' reading comprehension result ability in solve math word problems also will be good too. This study aimes to determine the effect of the method of reading comprehension ability to solve math word problems and to find out whether there are differences in the effect of any method of reading comprehension in class III.

Various methods of reading comprehension have been described by Yunus Abidin in his article Learning Reading-Based Character Education. However, this study will only use three methods of reading comprehension, OK4R, Ecola and SQRQCQ. The following will describe the objectives, rationale, ladders, and conformance level readers of the three methods (Abidin, 2012)

Stages of implementation of learning by using OK4R are as follows: 1) Pre-Reading Stage. Prepare reading materials, students read the text to cet discourse and organize the keywords. 2) Stage Reading. Reading in by heart and then retelling. 3) Post Reading Stage. Reflection and revisited.

Ecola method implemented in several stages of learning as follows: 1) Pre-reading Stage. Editing communicative goals. 2) Reading Stage. Reading in the heart, crystallization understanding through writing, discuss the reading material. 3) Post-Reading Stages. Compare Writing and interpretation of results.

In general, the stages SQRQCQ method can be done through the following steps. 1) Pre-Reading Stage. The surveing: students do activities read by reading the survey. Qustioning: students should prepare questions systematically from one issue to another issue. 2) Reading Stage. Reading: Students read a discourse to find the subject matter contained in the discourse. Questioning: students were required to make a fundamental question about a mathematical process. Computing: students begin working on or conducting the actual calculations for any problems found. 3) Post Reading Stage. Questioning: students are required to examine the answers has got to ask a question to itself.

Ability is the ability, skill, strength or potential congenital or the result of exercises that can be used to perform an act. Furthermore, the settlement means the story is about how a person solves the problem in the form of math problems presented in story form. According Muhibbin Shah (1995) studying the settlement of the problem basically is to learn to use the methods of scientific or systematic thinking, consistent, logical, organized and meticulous. So, problem-solving math story is basically the work of an evaluation process that uses a tool such as a description or story about the form.

METHODS

The method used an experimental research with quasi experimental method, the method of the controlling experiments conducted on the variables deemed most dominant. The subjects were students of class III from three elementary schools in Jakarta. Data collection techniques used in this study is a test. Test with Math word problems such tests are performed by applying three methods of reading comprehension, ie OK4R, Ecola, and SQRQCQ.

RESULTS AND DISCUSSION
Results
Implementation Method OK4R

The ability to solve word problems of learners of the third year in an elementary school is categorized include in the low level before studying math word problems using reading comprehension OK4R. The ability to solve word problems increas after using the method of reading comprehension OK4R. This indicated by the increase in the average value of the test results about the ability to complete the story, from 37.81 into 80.67 after following study Math word problems using reading comprehension OK4R. An increased very significantly by 42.86 points. This increase is very high, whereas the mathematical concepts

used to solve word problems have been studied before implementing the method OK4R. Mathematical concepts used to solve word problems is the number arithmetic operations with the results of counting numbers in the hundreds. This shows that use of the method of reading comprehension OK4R really helped students in solving word problems. This is consistent with the results of assessment Student Worksheet (LKS) while following a story about learning to use the method of reading comprehension OK4R reached an average of 88.14. In the table below, you can see the average values for each type of assessment along with the minimum and maximum values.

Table 1. The Average Value of Student

Type	Average	Minimum Value	Maximum Value
Before Test	37.81	14	77
LKS	88.14	67	100
After Test	80.67	65	100

When viewed from the number of learners who have increased category after learning about the story with the method of reading comprehension OK4R, many students have very high grades and categoriesand very high categories. In fact, before following the study, more than 50% of students gained low grades and very low categories. The following tables shows data overview.

Table 2. Frequency Distribution of Students by Categories

Category	Frequency		Percentage (%)	
	Before	After	Before	After
Very Low	3	0	14,29	0
Low	12	0	57,14	0
Medium	2	0	9,52	0
High	4	13	19,05	60,90
Very High	0	8	0	38,20
Total	21	21	100	100

The percentages of the students who get grades based on categories such as tables, are presented in the following graph.

Results Implementation Method Ecola

The ability to solve word problems students third grade elementary school before attending learning about the story by using the method of reading comprehension Ecola be in the medium category, with an average of 41.97 capability. Furthermore, during the process of learning about the story by using the method of reading comprehension Ecola obtained an average value of 81.94 LKS. After learning the method of reading comprehension Ecola, the value of average ability to solve word problems amounted to 78.39. The

following table is for each value along with the minimum and maximum values.

Table 3. The Average Value for Each Type Ratings

Type Rate	Average	Minimum	Maximum
Before Test	41.97	0	64
LKS	81.94	44	100
After Test	78.39	38	100

In learning the story with reading comprehension OK4R methods, concepts or materials tested are a concept that has been studied. Therefore, an increase in the average value of the ability to complete word problems before and after learning the story with the method of reading comprehension become interesting research findings. Furthermore, when viewed from the frequency distribution of learners based on the category of high-medium-less result of studies showing that less than 7% of students the grades ability to solve word problems with the category of high and very high, but after participating in learning about the story by using Ecola reading comprehension, students received shiring the grades ability to solve word problems with high and very high category 94%. The following details the percentage of learners and the categories of the acquisition value the ability to complete word problems.

Table 4. Frequency Distribution of Students by Categories

Category	Frequency		Percentage (%)	
	Before	After	Before	After
Very Low	1	0	3.03	0
Low	13	1	39.39	3.03
Medium	17	1	51.52	3.03
High	2	17	6.06	51.52
Veru High	0	14	0	42.42
Total	33	33	100	100

The increasof the ability to solve word problems using reading comprehension is very interesting because of the increase was better than the average value and the number of students who received grades ability to solve word problems are in high and very high categories.

Results Implementation Method SQRQCQ

The ability to solve word problems, third grade of the students elementary schools before attending learning the story included in the category of low in 37.60. After sitting in learning amd the scare became the story by using the method of reading comprehension SQRQCQ, there was an increase, which amounted to 78.20 (high category). Therefore, it can be said that the use of methods of reading comprehension in learning about the story

SQRQCQ can improve ability to solve word problems of learners class III SD. The use of this method help students solve word problems. This is reinforced by the data during the learning process taking place with an average value of 89.49. The following table presents the average values for each type of assessment.

Table 5. The Average Value for Each type Ratings

Type Rate	Average	Minimum	Maximum
Before Test	37.60	0	75
LKS	89.49	57	100
After Test	78.20	50	100

The increase in the average value of the ability to solve problems of this story is accompanied the increase in the number of students who received grades with high and very high categories. Before attending learning about the story by using the method of reading comprehension SQRQCQ, the number of learners who obtained a category of high and very high is less than 9%, but after a study by the method of reading pemahamn SQRQCQ increased sharply, ie more than 90% of students who received grades ability completing word problems with high and very high categories.

Table 6. Frequency Distribution of Students by Categories

Category	Frequency		Percentage (%)	
	Before	After	Before	After
Very Low	5	0	14.29	0
Low	18	0	51.43	0
Medium	9	2	25.71	5.71
High	3	19	8.57	54.29
Veru High	0	14	0	40.00
Total	35	35	100	100

Comparative Analysis

The comparative analysis is done by comparing the results of the assessments before all ability to solve word problems on learning the story using good reading comprehension OK4R, Ecola, and SQRQCQ. Based on the results of these comparisons, conducted inferential analysis using a different test.
Comparison Capabilities Complete Tasks Story

The ability to complete the story of the third grade students of the elementary school learning process with different methods of reading comprehension are presented in the following table.

Table 7. Comparison Average Problem Solving Ability Story

No	Methods Type	Before		After	
		Average	Category	Average	Category
1	OK4R	37.81	Low	80.67	Very High
2	ECOLA	41.97	Medium	78.39	High
3	SQRQCQ	37.60	Low	78.20	High

Based on the table we can see the average value ability to solve word problems of thethird grade elementary school after the learning process with a method of reading comprehension OK4R higher than average ability to solve word problems students third grade elementary school that follows the learning methods of reading comprehension Ecola and SQRQCQ , When compared with the acquisition value of the ability to solve problems before following the story of learning, it also appears that the increase in the value of the before and after learning the story with the method of reading comprehension OK4R also higher than the increase in the value of the other.

Before conducting the test, other tests are needed to determine the statistics to be used. The tests were meant to test the normality and homogeneity.

Test results of the data about the story on the ability to complete the study by the method of reading comprehension OK4R according to Kolmogorov-Smirnov produce an index of 0.150 with 0.200 significance so that it can be concluded that the data is the ability to solve problems with the story on learning method of reading comprehension OK4R is in normal distribution.

Furthermore, the data normality test for ability to solve word problems in learning reading comprehension Ecola method according to Kolmogorov-Smirnov produce an index of 0.215 with 0.012 significance. Therefore, according to the Kolmogorov-Smirnov obtained the significance index of less than 0.05. Thus, we can conclude that the data the ability to complete word problems in learning reading comprehension Ecola method of distribution is not normal.

The data of normality test for the ability to complete word problems in learning reading comprehension SQRQCQ method according to the Kolmogorov-Smirnov produce an index of 0.135 with 0.200 significance. The index obtained by Kolmogorov-Smirnov has bigger significance than 0.05. This means that the data of the ability to solve problems with the story on learning method of reading comprehension SQRQCQ normal distribution.

Test results are based on the Lavene producing F value of 1.665 with 0.195 significance. Due to the significance acquired isbigger than 0.05 it can be concluded that all three variance data of ability to solve word problems learners class III SD on learning three different methods of reading comprehension is not different or homogeneous. Test the difference in the average ability to

solve word problems learners class III SD on learning with three methods of reading comprehension OK4R, Ecola, and SQRQCQ using IBM SPSS Statistics 22. This test uses parametric statistical methods for one of the data the ability to solve problems is not normal story, Kruskal Wallis test based on Asymp.Sig .660 with degrees of freedom df = 2. If the chi-square value is compared with a table for df = 2 and a significance level of 5% was obtained chi-square value of 5.991 which is less than the value of chi-square count. So it can be concluded that there are differences in the ability to solve problems with the story on learning OK4R method of reading comprehension, Ecola, and SQRQCQ.

Regression analysis was performed to determine how much influence the use of methods of reading comprehension OK4R, Ecola, and SQRQCQ the ability have in solving word problems.

The linear regression equation to the data the ability to complete word problems in learning by using the method of reading comprehension is OK4R. The regression equation is obtained from the calculation data using IBM SPSS Statistics 22 in the following table.

Table 8. Regression Analysis for Problem Solving Ability Data Stories on Learning by Using Method of Reading Comprehension OK4R

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	54.185	16.865		3.213	0.005
	LKS1	0.300	0.190	0.341	1.579	0.131

The linear regression equation which has been obtained needs to be analyzed whether the processed data actually has a linear regression line. Therefore, the linearity test with the results presented in the following table.

Table 9. Data Linearity Test Results Problem Solving Ability Story on Learning by Using Method of Reading Comprehension OK4R

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	170.649	1	170.649	2.494	.131[b]
	Residual	1300.018	19	68.422		
	Total	1470.667	20			
a. Dependent Variable: AFTER						
b. Predictors: (Constant), LKS						

According to the table, the obtained F value of 2.494 where the value is less than the critical F value at the 0.05 significance level which is equal to 4.38. This shows that the regression equation obtained is unfavorable to predict ability to solve word problems learners class III learnersSD when variables using the method of reading comprehension OK4R are used as a predictors.

Furthermore, the calculation to obtain the coefficient of determination are presented in the following table.

Table 10. Calculation Results Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.341a	0.116	0.070	8.272

In the table above are presented determination coefficient of 0.341 which indicates that the use of the method of reading comprehension OK4R affect the ability to solve word problems is less than 50%, increasing to 34.1%. The magnitude of this percentage can not be used as a benchmark for the regression equation obtained unfavorable.

Regression Analysis Method of Ecola Reading Comprehension

Data on the ability to solve word problems in learning by using the method of Ecola reading comprehension analyzed by regression using IBM SPSS Statistics 22 in order to obtain the following table.

Table 11. Regression Analysis for Problem Solving Ability Data Stories on Learning by Using The Method of Ecola Reading Comprehension

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	51.109	10.405		4.912	0.000
	LKS	0.333	0.125	0.432	2.665	0.012

The table is based on the linear regression equation of the data about the story on the ability to complete the study by using the method of Ecola: reading comprehension. Furthermore, to ensure he appropriate linear regression equation to predict the ability to solve word problems in learning using the method of Ecola reading comprehension, then the linearity test in order to obtain the following results.

Table 12. Data Linearity Test Results Problem Solving Ability Story on Learning by Using Method of Reading Comprehension Ecola

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	809.428	1	809.428	7.103	0.012b
	Residual	3532.450	31	113.950		
	Total	4341.879	32			
a. Dependent Variable: AFTER						
b. Predictors: (Constant), LKS						

In the table shown calculated F value of 7.103, with yields more than the value of F table, which amounted to 4.16 with DF1 and DF2 = 1 = 31 as well the significance level of 5%. This shows that the linear regression

equation obtained can be used to predict the ability to solve word problems in learning by using the method of reading comprehension Ecola. Furthermore, based on the calculation of determination coefficient obtained by the coefficient of determination are presented in the following table.

Table 13. Calculation Results Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.432a	0.186	0.160	10.675
a. Predictors: (Constant), LKS				

Based on the table coefficient of determination of 0.432 so it can be concluded that use of the method of reading comprehension Ecola affect the ability to complete the story about 43.2%.

Regression Analysis Method of Reading Comprehension SQRQCQ

The regression analysis of the data on the ability to solve word problems learning by using the method of reading comprehension SQRQCQ are presented in the following table.

Table 14. Regression Analysis for Problem Solving Ability Data Stories on Learning by Using Method of Reading Comprehension SQRQCQ

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	86.397	16.956		5.095	0.000
	LKS	-0.092	0.188	-0.084	-0.487	0.629
a. Dependent Variable: AFTER						

Based on the results of the regression analysis obtained by linear regression equation to data capabilities to solve problems on a story of learning by using the method of reading comprehension SQRQCQ. Furthermore, the linearity test of the linear regression equation has been obtained and the results obtained following the linearity test.

Table 15. Data Linearity Test Results Problem Solving Ability Story on Learning by Using Method of Reading Comprehension SQRQCQ

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	36.036	1	36.036	0.237	0.629b
	Residual	5011.564	33	151.866		
	Total	5047.600	34			
a. Dependent Variable: AFTER						
b. Predictors: (Constant), LKS						

Table linearity test results show that the calculated F value of 0.237 is less than the value of 4.14 F table with DF1 and DF2 = 1 = 33 as well as the significance level of 5%. This shows that the linear regression equation obtained unfavorable to predict ability to solve word problems in learning using the method of reading comprehension SQRQCQ. This is consistent with the calculated

coefficient of determination as shown in the following table.

Table 16. Calculation Results Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.084a	0.007	-0.023	12.323
a. Predictors: (Constant), LKS				

The table shonws that the coefficient of determination of 0.084 and it can be concluded that the use of the methods SQRQCQ little influence on the ability to solve word problems, namely by 8.4%. Large percentages also can not be ascertained because the linear regression equation obtained unfavorable.

Discussion

Results of research have shown that the use of both methods of reading comprehension OK4R, Ecola, nor SQRQCQ can help learners to complete the third grade elementary math word problems. This shows the increased ability to solve math word problemsof students third grade of elementary school after participating in learning by using the third method of reading comprehension. Though the material or mathematical concepts that are used in solving the story is a concept that has been learned in previous math learning. The use method of reading comprehension assist learners in understanding the problem about the story. Students understanding of the matter of narrative assist them in determining the mathematical concept that will be used in solving word problems. When students are able to finish the story ait can be said that the students are able to solve mathematical problems. The increase also occurred in the number of students who gained the ability to solve problems in the high and very high category. Furthermore, from the results of comparative analysis show that there are differences in ability to solve word problems of class III learners of SD who joined learning of mathematics by using reading comprehension OK4R, Ecola, and SQRQCQ. The ability to solve word problems learners class III SD included in the high category at Ecola and SQRQCQ methods as well as very high category on methods OK4R. This suggests that the third grade elementary students use the method of reading comprehension OK4R is better to able to help than the other methods of reading comprehension. However, it is different from the results of the regression analysis showed that use of the method of reading comprehension course Ecola which significantly affect the ability to solve word problems class III learners of SD. Meanwhile, the effect of the use of other methods of reading comprehension does not significantly improve therir ability to solve word problems class III learners.

CONCLUSIONS AND SUGGESTIONS
Conclusions

The use of one of the methods of reading comprehension OK4R, Ecola, nor SQRQCQ can help learners to complete the third grade elementary math word problems. There are differences in the ability to accomplish significant about the story of the third grade elementary students who joined the study of mathematics by using the method of reading comprehension OK4R, Ecola, and SQRQCQ. The use of method reading comprehension Ecola significantly affect the ability to solve word problems class III learners of SD.

Suggestions

Teachers should use the method of reading comprehension in mathematics learning because with this method the students are helped to solve word problems particularly in understanding the problem to determine the mathematical concepts or procedures used in solving word problems.

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LOCAL – CONTENT BASED IN TEACHING READING IN THE ISLAMIC ELEMENTARY SCHOOL OF PSM GAMBYOK KEDIRI

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ABSTRACT

Reading is one of the language skills that is useful for students to add their knowledge. They can inspired by the contents of texts like news, articles, or profile. Unfortunately, students in Islamic elementary school of PSM Gambyok don't get enough attention in improving their reading skill trough class. After observes the texts learnt by students, the researcher is attracted in doing an action research about the contents of the texts. The texts contents with themes like a capital city of Indonesia, or a beach in Malang seems too broad for the 6th grade students of Islamic Elementary school in Kediri. The researcher does an action research to improve their reading skill. There are two genres used in this research, descriptive and recount. In other way, the texts are arranged in a short six - eight paragraph passages. The researcher does one scale to conclude that the local-content reading passage could improve the students reading skills in significant way. The researcher hopes the local content reading could be applied in the elementary level students. Start from the schools around the researcher to the schools in Kediri and schools in east java for the long target.

Keywords: local – content, teaching, reading.

As English spoken globally, the step of teaching English for the elementary schools is a good decision. The students of this level have a longer chance to learn English. The material of English is very large to learn in only three or six years. By starting earlier, the students are hoped to have better English in the future and able to use it as an extra ability to increase their credit point. The problem in teaching English for the very beginner is limited background of knowledge. The students in this level are considered as passive students which the teacher is the center of every activity in the class.

Reading is one of language skills that can be based other skills like writing, listening and speaking. As stated by Harmer (2006) "Reading texts also provide opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts". A good reading will give better understanding of English. But in fact, the reading texts in the elementary level studied by the students are low in quality. This case makes the students could not get the maximum advantages of reading texts. The other problem is the good texts in this level contain too broad contents. The students mostly just read and let the content in the text just pass by. This is the main reason of the researcher to do the research, to make a reading session in the class becomes meaningful and affect a lot to the students language competence. In short, the materials they learnt don't meet with the students needs of English.

The English class in the elementary schools seems like a meeting that must be done. It leads to a 90 minute or less in vain class. English like a heavy load for both teachers and students. As a result, the teacher just asks the students to do the tasks and do some corrections. A good text with familiar themes could give them another way of learning English. This research tries to find proper theme for the students in the elementary level.

The other problem found is that students are not in good academic situations. The teacher may not realize this fact. It happens because the students get use to with the situation since they are in the grade 1 or 2. As a result, this kind of situation may cause the understanding failure. Richards and Rodger (2001) cites the Curran idea that the atmosphere in the classroom is a crucial factor. The main element to construct a good atmosphere of the classroom is teacher. The local content reading text is hoped to be a material which help the teacher to create a studying atmosphere. Not only to create an academic atmosphere but to accustom the students in a learning situation.

MI PSM is an Islamic elementary school in Kediri. Located far from the city center makes the English teaching in this school seems so hard with the strange materials for the students. In other hand, English has been taught since 2006 in this school. The researcher has observed the English materials in the recent 5 years (2011 – 2016) and concludes that the materials are contains low quality reading texts. Low quality means the reading texts have too many grammatical errors and low quality writing organizations. This case could lead the students to use wrong English in the future.

The other case found is the lack enthusiasms in learning English. The students need to be motivated in learning English because most of the parents don't give enough support at home. Actually, it's not only in English but also other subjects. It needs a great effort of the teacher to teach them. The researcher sees this problem and notes that the teacher, especially English teacher, feels so tired with the condition. But they do nothing to solve this problem so far. Furthermore, English is seen as additional subject that can be ignored. It is understood because the parents could not see the relevance of teaching English for them. This condition, of course, leads the English teaching to become less meaningful. 90 minutes of English class is an in vain activity.

Without any breakthroughs, the problem will last. The researcher decides to choose local content as the basic in arranging reading texts for the students. As stated by Chastain in Fauziati that the point dealing with students' background knowledge as follows: 1) Build on what the students already know, 2) Help the students relate new materials to themselves, their life experiences, and their previous knowledge. Students in elementary level have limited knowledge. This may affect a lot to the teaching process. They may find difficulty in learning new materials. Using the knowledge they already know will engage them to have a meaningful learning as stated by Ausubel in Hannum that students' knowledge make them ready to learn. In other side, it will engage the students with the new materials. As conclusion, the students may not see the materials as knowledge but they see it as a new difficulty to solve. The local content is expected to be a new strategy for teacher in teaching English.

The objective of this research is to give new way of teaching reading to the students of Islamic Elementary School. The previous description demonstrates that English teaching in MI PSM Gambyok needs improvement. Therefore, the research question is "How far the local content reading texts increase the students reading skills?"

In relation to the problem statement above the objective of the research is to find the effect of local content reading texts in increasing the students reading skills.

This research was done because the researcher wants to give a help to teach English in MI PSM Gambyok. The result of this research would give advantages to both teacher and students. The advantages are as follows: 1) for the teacher, this research could encourage the teacher to develop a teaching material. (S)he has a new method to teach English. In other

side, the local content are hoped to be a starting point for the teacher to write; 2) for the students, the local content is hoped to guide them into a new way of reading texts. The content around them could be an interesting theme that leads them to read other texts. The local content texts are expected to be a starting point for the students to read English texts.

Language and environment are bounded very tight. The environment around the students may give great effect in studying something. A 7 years old child may have a little knowledge about things outside his neighborhood but he may have a good picture about the places or people around his house. This fact should be seen as a chance for the teacher in arranging materials.

Local content is a material which is arranged based on the student environment. The basic idea of this is to stimulate the students with their knowledge about surrounding as stated by Ausubel in Novak (1993) that the most important thing that affect student in studying is what they've already known. By applying local content reading texts, the students can be motivated in reading other texts. In some way local content is able to build a bound between the text and the students.

The curiosity to find other information about places and people around them can be increased. This could affect two following action. First, the teacher is challenged to write other text about surrounding. The local content text just needs person's background knowledge. Although the texts may be limited in the describing texts, local content could lead the teacher to write. And second is for students. A title like "mosque in my village" can guide them to a discussion about the mosque. The color, the size, or the condition of the mosque could lead them to have a lively discussion.

Al-Mannar Mosque is an old mosque in Gambyok. The mosque is located in the south of the village. As an old mosque, it has pillars inside. There are 8 precast pillars substituted wood pillars. Now the mosque is painted in green and white for the fence. The ablution place is also new with the green wall of tile. Have you played in the yard of the mosque? Now you have smaller playing spot because the new parking lot has been built in the one fourth of the yard.

METHOD

The objective of this research is to find the proper English text for students of Islamic Elementary School. There a comparisons attached in to see whether the texts gives significant different in increasing the students' reading enthusiasm.

The design of this research is an action research design because it tries to find the problems in teaching process in MI PSM Gambyok. Other

reasons are listed as follows: 1) encourages change in the schools, 2) fosters a democratic (i.e., involvement of many individuals) approach to education, 3) empowers individuals through collaboration on projects, 4) positions teachers and other educators as learners who seek to narrow the gap, 5) between practice and their vision of education, 6) encourages educators to reflect on their practices, 7) promotes a process of testing new ideas (Mills in Creswell: 2008).

As the research type is an Action research, the researches use the steps proposed by Creswell (2008) " Educators aim to improve the practice of education by studying issues or problems they face. Educators refl ect about these problems, collect and analyze data, and implement changes based on their fi ndings". Considering the steps proposed by Creswell, the researcher uses this guidance in conducting the research as follows: (1) the researcher has reflect the problem of teaching English texts. (2) the researchers collects the data trough observation, paper report and interview, (3) the researcher analyzes the data and find the problem in teaching English texts, (4) The researcher implements the new idea of teaching. (5) The researcher analyzes the different result of teaching

In conducting the new materials teaching, the researcher teaches three classes those are grade 4, grade 5, and grade 6. Each class has different numbers of students. The grade 4 contains 11 students, grade 5 contains 14 students, and grade 6 contains 9 students. The improvement of skills is evaluated by giving a post test after 3 teaching process of each class. In the end, the result of the post – test is analyzed qualitatively.

FINDINGS AND DISCUSSION

The local content texts are given to the three classes. There are grade 4, 5, and 6. The themes are places, occupations, and products. The texts are written with the same themes but each has different length and diction based on the grade. For example, 6 grade students get longer texts than 5 grade students for the same theme of texts. This step is taken with consideration that the students of the grade 6 have been studying English longer than other grades. Their average age is 12.

The teaching process is done 90 minutes for each class while the students of each class is 11 in grade 4, 14 in grade 5, and 9 in grade 6. The numbers of the students give little effect in teaching. The learning process is run as planned. Here is the recorded teaching situation in the grade 6:

The researcher (A): Good morning Students!
The students (B) : Good morning sir
A : Do you know Mr. Judi?
B : He is my neighbor
A : Where does he go every day?
B : Rice field
A : So, what does he do for living?
(Then, the students are looking up in the dictionary for farmer)
B : Farmer sir.
A : Good, do you know the others?
B : My father, Mr. Sori, Mr. Toni. They are farmers
A : What about Mrs. Rubiati? What does she have?
B : A store
A : Right! She sells rice, LPG, Soap, and . . .
B : Wafer, sugar, broom, gasoline, peanuts
A : Great, she sells many things because she is a wholesaler.
B : I bought snack yesterday
A : Good. People must have a job to get money. Your father works to buy you books, stationary, and toy. So everyone must have a job. OK. I have a text and I want you to read it loudly after me.

Then the class continues with the students read the text. The big different is the students more active. They ask many questions about occupations. The researcher also explains about W-H questions and how to answer them. For short, the class becomes lively and the students' curiosity about the topic.

The sample of learning activity shows that the students' knowledge could arise their motivation in studying. This step is effective because the researcher doesn't have to guide the students to be ready to the materials. The students unintentionally discuss the materials. They talk about some others people they know and their occupations. They spend a quality time to find what they should say in the class.

In some case, the teacher spends too much time to deliver a small course. They spends time to get round with the same materials which the students may get confused with. The previous knowledge of the students helps much the learning process. The teacher doesn't have to explain or describe the materials in detail because they are already in the students' mind. The teacher just needs to bond their knowledge into the material then the class is actively moved. One example about small course found is the teacher tries to explain about simple past in the grade 5. She spends around 45 minutes to explain the different of verbs 1 and verb 2. The researcher notes that this activity doesn't give significant effect to the students means the students don't know what for they learn about simple past.

The researcher applies the method to the four grades. And the result is almost the same. The students are actively involved in the learning

process. The grade four evaluation shows that the target learning is not achieved but they have a good discussion section. The researcher works hard in keeping them to focus on the materials. Teaching process in the grade 5 moves in different way. The students involve in a discussion about their surroundings and the students listen carefully to the explanation. The target learning of reading competence is fulfilled as most of the students are able to answer the questions correctly. The class is dominated by the researcher with stories about the topic. The teaching plans in the both classes are not followed well. The grade 6 students as they lean English longer get the maximum effect of the local content reading text. The teaching runs as planed in the teaching plan and most of the students do the evaluation correctly.

Viewing on the teaching plan, the teaching process in the grade 4 and 5 may not run well. But the researcher improves the teaching instructions to guide them in a discussion about the materials. For example, the researcher gives the explanation about the tools and equipments because one of the students informs an accident at work. The students in the grade 4 and 5 often get new vocabularies using the methods. It shows that they are interested in the reading. The reading leads them to have discussion.

The different situation is found in grade 6. The local content texts have the role as operant to stimulate them in learning W-H questions. The first 30 minutes spent to discuss about the content of the text and the rest spent for W-H questions explanations. A bit surprising that most of them make mistakes in answering the questions. For this the researcher uses underlining strategy. For example: in answering the questions "How does Mr. Judi go to the rice field?" The researcher underlines the following part of the texts: Mr. Judi is a farmer. He lives with his wife and two children. He goes to the rice field by motorcycle because his rice field is far from his house. The researcher does the same ways to others questions. From this, the researcher finds that the students already understand about the texts. In other side, the texts facilitate then to learn how to answer the questions.

Another general notice about answering the reading questions is misspelled English words written. These misspelled mostly found in the students work. This mistake is found in every grade. The researcher leads them to not only write the correct spelling but also how to pronounce the words correctly. The misspelled words actually are the words in the text. For example, in the text written "Mrs. Gemi has been selling mixing fruit since 2000. Her canteen is located in the north of the village. Every day she works from 9 to 15". Then the students answer the questions "Where is the canteen located?". After checking the students' works, the various misspellings found like noth and norht for "north", locate for "located", and canten for "canteen". The local text could find the weakness of student. It could give teacher other materials to teach.

The result of the post – test conducted in the end of cycle demonstrates that the students improve in reading skills. Using 5 as the passing grade, the result can be drawn as follows: The grade 4 with 11 students has 2 students with score greater than 5 there are 6 and 7. And the rest (9 students) are below 5. The both students get 8 after the cycle. Means they improve their reading skills. In other side, 7 students get greater than 6 and 2 students lesser than 5. The grade 5 which contains 14 students shows significant improvement. Before the cycle no students gets greater than 5. After the cycle, 12 students could get greater than 5 with average score is 7. The last class is grade 6 with 9 students. 4 students are able to get greater than 5 in the pretest with average score is 6 while the 4 students gets lesser than 5 with average score is 4. There is no different in the percentage of the students with the passing grade and the students who get greater than 5 are the same. These students make improvement in average score that is 8. The rest 4 students don't show any improvement.

CONCLUSION

Before doing this research, the researcher understands how hard to teach English a village located school. Teaching English in a village is not only about delivering materials but also about giving motivations. Giving motivation is the hardest thing because most of the students think that English is very hard to learn. The English teacher's job is very hard but they do nothing to improve their teaching method. In other side, the students' parents don't see any relevancy of learning English with their background occupation. It result the condition that English class is just a wasting time activity. Actually, English is an optional subject for Elementary level. The headmaster could add or erase English from the list of subjects but when English is added as a subject, the teacher and the headmaster must put English the same as other subjects. However the condition is, several things could be concluded from the research findings.

Reading is not a habit in a village school. It is a heavy duty for the teacher to stimulate the students to read. Foreign reading materials seem learnt and lost directly after the class ends. The Local content reading text which tells the about the places, people, and activities surroundings could

rise their enthusiasms in learning English. It effectively leads them to study more about English feature like vocabulary and W-H questions. The reading is an English verse of students already know knowledge. In some situations, the local content- reading texts gives many optional materials for the teacher to explain. These materials are used to understand the information in the text and practice them how to understand English texts.

The levels of texts are differentiated by the length of the sentences. The grade for as considered new learners gets 4 to 5 sentences paragraph. The grade 5 gets 5 - 7 sentences paragraph, while the grade 6 gets 2 paragraphs texts with 5 – 6 sentences in each paragraph. The themes of the texts are the similar like places, people, and activities done by people in the village. Their responses are almost the same. The texts could lead them to productive discussions. Their knowledge's about the texts could make them ready to study the materials.

In the early session of teaching, the students seem so noisy. They talk about what they know about the topic and what they experienced dealing with the topic. It is difficult to take the students back to the texts but their discussion helps them in understanding the text. The grade 5 is the most difficult to control in this session. However, it needs more time to make the students to get use to with the new style of teaching.

Teaching students in the village is unique because their characteristics, habits and learning styles are different from the students in the city. The parents of the students also have lack of attention to their education. They tend lay the education to the teachers in the school and give little attention about education at home. For short, the teachers in this level and education setting have harder challenge to teach them. They must find broader teaching strategy and the local content reading can be one option to teach students in the village. The researcher hopes that the research can help the teacher to improve the students' reading skill.

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NETWORK DEVELOPMENT OF ENGLISH COURSE INSTITUTION TO ENHANCE THE QUALITY OF HUMAN RESOURCES IN KARAWANG

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ABSTRACT

The purpose of this study is to analyze the concept of English learning, English language courses institute management and the development of partnerships in improving the quality of human resources in Karawang. This study used literature analysis method, to undertake a comparative study of various sources and conducted in-depth analysis that found a conclusion that can be justified scientifically. The results of the study concluded: 1) English language learning is conducted by the stages of planning, implementation, and evaluation. In learning to use the approaches, methods, techniques and models to suit the purpose and learning materials. 2) The institution's management courses include planning, organizing, implementing, evaluating, and program development. 3) Partnership network development of course institutions was conducted by government and private institutions. These studies had purpose to get information about network Development of English Course Institute to Improve the Quality of Human Resources in Karawang.

Keywords: network development, english course institution, human resources.

Human resources play an important role in national development. In carrying out the development of a region or a country need to know the state of human resources in the region. The quality of human resources is an important component in any development movement. Only from the human resources of greatest quality that can accelerate the development of the nation. Large population, if not followed by adequate quality, will only become a problem for the nation for the welfare of its inhabitants.

Karawang is industrial city. Where the population is mostly worked in a factory as an employee. Therefore, the level of competition was considered quite high. Competition will be easier if you have the skills. But if it does not have any expertise then it obviously will not be able to compete in getting a job.

To improve the quality of human resources in the Falkirk area one of which is to provide English language skills. Fact the field say that the human resources in the Falkirk area are still very few who can communicate in English fluently. English is a foreign language and not a second language. English is an international language that is widely used around the world. The benefits that can be felt for someone who has the ability foreign language that has more knowledge, be able to communicate with strangers, have the life skills to improve the well-being, and can increase our potential.

Menurut Agung Sudjatmoko, kemitraan merupakan bentuk kerjasama yang terpadu antara dua belah pihak atau lebih secara serasi, sinergis, terpadu, sistematis dan memiliki tujuan untuk menyatukan potensi dalam meraih hasil optimal. Menurut Notoadmojo, kemitran merupakan kerjasama formal antara individu-individu, kelompok, kelompok, atau organisasi-organisasi untuk mencapai tujuan tertentu. Beberap unsur kemitraan yaiu adanya hubungan kerjasama antara dua pihak atau lebih, adanya kesetaraan antara pihak-pihak tersebut, adanya keterbukaan atau trust relationship, dan yang paling penting adalah hubungan timbal balik yang saling menguntungkan atau mutual benefit.

Many people who know the importance of English for life, but not a few who surrendered to learn. The underlying issue is a concept thought that considers the English language is difficult to learn. The difficulty arises because the English pronunciation is different, lack of vocabulary, communication skills, the same sounds but different meanings, it is difficult to construct a sentence, and also the courage to put it into practice.

In addressing the problems that occur with the quality of human resources, the need for a professional party that can overcome these problems. One effort in improving language skills is to build partnerships with institutions that language own integrity and credibility in producing learners proficient in English. The thing to watch is how the management of the institution good English so it can realize the vision and mission to provide training and the best possible outcome for learners.

According to the Agung Sudjatmoko, the partnership is an integrated form of cooperation between the two sides or more in a harmonious, synergistic, integrated, and systematic and has a goal to unite the potential to achieve optimum results. According Notoadmojo, partnership is a

formal collaboration between individuals, groups, or organizations to achieve specific objectives. There are some element of their partnership relations of cooperation between two or more parties, the equality between the parties, the openness or trust relationship, and the most important is the reciprocal relationship of mutual benefit or mutual benefit.

According Wibisono, there are three important principles in the partnership are: (1) Equality or balance. In this case the approach to do that is top down or bottom up. Here is not focused on the elements of power but a relationship of mutual respect, respect, and trust. (2) Transparent, in partnership, transfaransi is important in order to avoid suspicion among partners. (3) Mutual benefit, a partnership must bring benefits for all involved.

In building partnerships, the main thing to do is to build communication and good relationships, share ideas, information and resources that mutual trust and benefit. In forming a partnership or partnership matters to be ground or requirements, namely: there are two sides institutions or organizations, have a common vision in achieving the goals of the organization or institution, the existence of an agreement or understanding, mutual trust and need, a shared commitment to achieve goals.

Therefore, in improving human resources with high competitiveness need for partnerships that goal can be achieved together. In this case, a partnership that can be done is with the cooperation between the language and the parties need to increase human resources both govenrment and private.

DISCUSSION

This study aimed to analyze the development of partnerships language institutions in improving the quality of human resources in English. The results of this literature study is closely related to efforts to provide solutions to problems in improving the quality of human resources better, especially in partnership in the development of the English language. In this case study method to generate data for the study of literature by reading and noted as making quotation, paraphrase, summary or precise (Nazir: 2005). The study of literature emphasizes the understanding of a text's meaning. In order to reveal the meaning correctly, then here a researcher needs to distinguish several components that are important in the process of text meaning namely; 1) translation, 2) interpretation 3) extrapolation, and 4) the meaning or meaning (Kasiyanto, 2005: 160).

Learning English

In learning English, there are some things that always alluded to that approach, strategies, methods, techniques, and learning models. So that we can carry out the process of learning or training activities properly it must be precise in determining approaches, strategies, methods, techniques and models appropriate for learners. In the world of teaching, said a more appropriate approach means a way of beginning something 'how to initiate appropriate'. Therefore, the term can be interpreted approach to learning how to get started.

In a broader sense, the approach refers to a set of assumptions about how learning and teaching. The approach is the starting point of looking at things, a philosophy or belief that is not always easy to prove. Thus, the approach is axiomatic (Badudu 1996: 17). Axiomatic means that the truth of the truth of the theories used is not undisputed. The learning approach (teaching approach) is a Definition or wisdom in initiating and implementing the teaching of English. Function for a teaching approach is as general guidelines and the measures directly to the teaching methods to be used. Often said that the approach to childbirth methods. That is, the method of a field of study, is determined by the approach used.

In addition there is also the approach of learning strategies. the strategy is defined as an art of designing operations in war, such as ways to adjust the position or strategy to fight the army or the sea. The strategy can be interpreted also as a skill set events or matters (Hidayat 2000: 1). According to Dick and Carey (1985), quoted by Supaman (1993: 155) says that a learning strategy describes the components of a general from a set of learning materials and procedures that will be used together with these materials to produce results specific learning on the learner , Dick and Carey describes five general components of learning strategies, namely: a) prapembelajaran activities, b) the presentation of information, c) the participation of learners, d) tests, and e) follow-up. In connection with this strategy, there are some experts agreement. They stated that with regard to the learning strategies teaching approach in managing the learning activities to convey the subject matter or content in a systematic way so that capability is expected to be mastered by students effectively and efficiently.

Methods defined 'means to an end'. Thus, the learning method is a means thorough from start to finish with a systematic order based on a particular approach to achieving learning goals. Thus, the method is a way of carrying out the work, while the philosophical approach. Thus, methods are procedural. That is, describe the procedure how to achieve the teaching purposes. The teaching

method includes three phases of activity, namely preparation, implementation, and evaluation. Thus, it can be concluded that the method of learning is learning plan that includes selection, determination, and systematically material arrangement to be taught, implement learning activities and evaluate the results.

The learning model is a plan or a pattern which is used as a guide in learning in the classroom. In other words, the learning model is a plan or pattern that we can use to design patterns to-face teaching in the classroom and to determine the learning materials including books, media, and curriculum. Learning model function is to guide the design and implementation of learning. Therefore, the model selection is strongly influenced by the nature of the material to be covered, the purpose of competence to be achieved in the study, as well as the level of ability of learners. The learning model can be classified based on the learning objectives. Arends (1997) mentions six models and practical learning that is often used in learning, namely: presentation, direct instruction, teaching concept, cooperative learning, problem-based learning, and class discussions.

It can be concluded that the concept of learning English must pay attention to things related to approaches, strategies, methods and models appropriate learning and fun for students. Good preparation, implementation and evaluation of targeted riveting can be used as the stages of learning English. So that learners obtain optimal learning outcomes, then the third phase must be considered and taken into account as well.

Management of the English Course Institution

Process management functions described in the principal of mutual influence. Management functions by Gulick in Fattah (2013: 1) are translated at the planning function, organizing, staffing (preparation of employees), directing (briefing), coordinating, reporting, budgeting. Further Fattah (2013: 1) states are translated into planning management functions, organizing, leading, and controlling.

Management

In general, management may imply an activity organized by one or more people, in a group or organization or institution to achieve the goals set earlier. While the goal is a desired target or targets both general and special purpose. Management is defined as the process of cooperation with and through people and groups to achieve organizational goals.

In the management of the english course institution must be clear objectives to be achieved. For example the language institute has a goal to provide the best training so that learners are able to master the English language and can be applied in the workplace. Given these objectives, the parties responsible for the management of language institutions must think about and work hard in order to achieve the objectives in accordance with its function. The management of an institution should conduct the process properly by optimizing human resources and existing facilities. According to Stoner, (1981) notion of management of a process of management functions in an effort to organize and utilize human resources and infrastructure to achieve organizational goals that have been set."Management as the process of planning, organizing, leading and controlling the efforts of organizing members of using all other organizational resources to achieve stated organizational goal" (Sudjana, D. 2004).

Planning of partnerships in managing institutions also establish the framework necessary actions for the achievement of specific objectives, by assessing the strengths and weaknesses of the institution, as well as the opportunities and threats that the discovery of the strategies, policies, tactics and programs. Organizing functions include functions, relationships and structures that can be used to facilitate the allocation of resources with the right combination to implement the plan. Managerial functions describe how leaders directing and influencing members in melaksanakn task by creating an atmosphere that is fun to work together. As well as supervisory functions include setting standards, supervision and measure the execution or performance of the standard and to provide confidence that the goal is reached.

The conclusion from the above explanation can be said that the management of an activity plan, organize, move, control and develop all efforts in managing and utilizing human resources and infrastructure to achieve the objectives of the institution. In the management of existing human resources to be able to play the role and function properly. Because of the activities planned to achieve a good end result is certainly a need for cooperation and optimize the potential that exists within the institution. Sondang P. Siagian (2002) classify management functions into two main parts: First, the organic function which is all management functions that must absolutely be implemented in management activities. If one of the functions is not done, then the activities of the organization will be delayed or may fail. Second, the complementary functions that assist organic function to run efficiently. Communication activities are complementary functions and benefits of

supporting facilities to achieve organizational goals.

Organizing

Longenecker, (1972) in Sudjana, D. (2004: 113) defines "organization as activity establishes relationship between humans and the activities undertaken to achieve the goal". Organizing is an activity to identify and integrate resources necessary resources into activities that will be done in achieving the goals set. Sources include manpower, facilities, tools tools and fees are available or can be provided. Humans are the major factor in the organization. Thus the organization are all the factors involved in both human and non-human beings are divided into activities to achieve the objectives of the institution or organization.

Organizing is made to divide the tasks in order to complete tasks quickly and easily. With the division of the tasks expected of each member organization can improve his skills especially in dealing with the tasks assigned. If the organization is done and not in accordance with one's area of expertise, it can lead to a failure in execution of duty.

Good organization will be able to give good results in the coordination. Coordination should divide tasks required when working in a language institute. Then, to facilitate control. Maximizing the benefits of specialization in the concentration of activities can help one become more expert in certain jobs.

Setting in Motion

Actuating function is to achieve the level of performance and a high participation of every executive involved in activities to achieve the goals set. According Abdulhak, I. (2000: 8) "Based on observations, motivation is very important because it can give a boost to a person to carry out activities. People who have high motivation obtain results that were far different from people who do not have the motivation. Abdulhak also noted," Characteristics and expertise of a motivational teacher who covers; expertise, empathy, enthusiasm and clarity. "The agitation can be achieved through efforts to grow and develop the skills, enthusiasm, confidence and participation, or to appreciate the value of human values of each party involved in the management process. The approach that is often used in mobilization is communication, leadership and the creation of a climate conducive to conduct activities against the organizers and executors of training activities.

The triggering mechanism in the field is basically done through several stages of activity. Stages stages is noted Sudjana, D.

(2004: 218) by stating, "In organizing non-formal education in the field there are three stages of mobilization, the stages of preparation, implementation, and assessment of motivation".

Coaching

In the coaching including surveillance, supervision and monitoring of coaching organized through direct and indirect approaches. The direct approach by the management against the organizers and implementing the training program. Indirect approach made through staff or other parties related to the duties of the organizers and executors. Guidance is intended to identify, analyze, improve the efficiency and effectiveness of the implementation of the activities. Target coaching is a series of tasks in accordance with the activities that have been set, the precision in organizing sources, the match between tasks or executive staff with expertise, procedures, activities, use of authority and position as well as financing. In other words, coaching is an attempt to maintain the efficiency and effectiveness of activities in accordance with the planned efforts to achieve the goals set. Controlling and supervision retained strong ties satusama others. Sudjana, D. (2004). Oversight and supervision retained strong ties and have similarities and differences. Good monitoring and supervision is closely linked to decision-making and assessment.

Assessment

Assessment related to the collection, processing, presentation of information to be used as input in decision making. Objective assessment include the overall management functions from planning through development, all components, processes, products, the effect of a learning program. Assessment is done in a sustainable manner and directed to determine the level of achievement of the set objectives, the activities in achieving the objectives and activities deviation from the plan that has been prepared. Results of votes becomes the feedback for decision-making about the success, improvement, termination, or program development.

Briefly assessment role is to collect, process and present information for decision-making regarding the efforts justification, repair, adjustment, implementation and development of programs. "Nonformal education Assessment in a systematic activity to collect, process, and present data or information required as input in decision-making". (Sudjana, D. 2004: 267).

Developing

Function in the development of learning management is an activity that should be carried out continuously and sustainably. This continuous

activity is based on the assessment program and the new needs that arise and must be met. The point is that the form of the development, expansion and improvement of learning activities that have been or are being implemented. Development in essence a re-learning activities through the implementation of management functions ranging from planning, organizing, guidance, assessment up to development.

Partnership

Employment Network (a partnership) or often called partnership, etymologically derived from the root word partner. Partner can mean spouse, partner, ally or Companion. While the partnership translates the partnership or joint venture. Thus, partnerships can be interpreted as a form of alliance between two or more parties that formed a mutual bond in a certain business sectors or particular purpose so as to obtain better results. The same opinion was delivered Court Sudjatmoko in his book The Intelligent Way to Become Entrepreneurs Great that "business partnership is an integrated cooperation between the two sides or more, in a harmonious, synergistic, integrated, systematic and goal is to unify the business potential in generating optimal benefits".

Build Network Working (partnership) body language is essentially a process of building a communication or relationships, share ideas, information and resources on the basis of mutual trust and mutual benefit between the parties that partner were manifested in a memorandum of understanding or agreement in order to achieve mutual success the greater one.

Objectives to be achieved by the language institute in building Employment Network (a partnership) that increase community participation; One is to build public awareness of the existence of institutions, generate interest and increase public participation in the development of the Institute. The community here has a broad meaning not only learners but also includes graduates user, department or related departments, community organizations, professional organizations, educational institutions, business and industry, community leaders and other stakeholders. Then, Improving the quality and relevance; the dynamics of change or development of society is very high. To that end, the agency is required to continue to innovate, improve the quality and relevance of the course program according to market needs. To that end, building Work Network (partnership) is needed to design a course program that is innovative, improve service

quality and relevance of the program to the needs of the market. Then synergy program; there are a variety of programs from various parties that can actually be synergized with the work program of the institution, if awakened a good two-way communication with each other as any large company either owned by the government or private certainly has a Corporate Social Responsibility program (CSR) which can be synergized.

The principle in building partnerships that common vision and mission. Partnerships should be built on the basis of a common vision and mission and goals of the organization or institution. The similarity in the vision and mission of the motivation and adhesive patterns of partnership. Two or more institutions can work together to achieve the same goal. Then the second principle: trust. Once there is a common vision and mission, the next principle is no less important is the lack of trust between the parties that partner. Therefore, trust is the basic capital to build networks and partnerships. To be believed then the communication that is built must be based on good faith and uphold honesty. Third Mutual benefit, between the parties give each partner must contribute according the respective roles and feel disadvantaged. Fourth efficiency and effectiveness is to synergize several sources to achieve the same goal is expected to increase time efficiency, cost effectiveness and tanaga and goal attainment rate is higher if we work processes involving a partner. Fifth is good communication. Mutual communication on the basis of mutual respect for one another is fundamental in building cooperation. Sixth strong commitment, cooperation networks will be awakened by a strong and permanent if there is a commitment to each other against the agreements made together.

Based on partnership concept above, it can be concluded that the increase of human resources in Karawang need to pay attention to the principles of partnership in order to run in accordance with the objectives. A partnership built between the English language colleges and the private sector or the government should know what needs to be met in improving English language skills, especially the needs of the profession. Partnership to deliver training to be effective and efficient.

CONCLUSION

English language institution is one place that can be a partner in the development of human resources. In improving the quality of English language skills, it is necessary to note the terkaitan approaches, strategies, methods, and models of learning to be able to give the best results. Mastery of English is good for learners affected by instructors who are reliable in playing its role. in

the management of institutions need to be considered regarding the planning organizing, staffing, directing, coordinating, reporting, budgeting. By performing the steps and functions of employees to do the above, it will create a language institute professional and can provide quality and the best results for its partners. In implementing the partnership between the institutions and stakeholders both private and government need for communication or training related to planning activities, organizing, implementing, coaching, assessment and program development so that the benefits can be felt by both sides.

The implications of this partnership will have an impact on human resources in the district karawang. They will be more confident in facing the challenges of the world of work is greater. By having good English skills, opportunities to get a job or a higher position will be easily achieved. In the most important partnership is of mutual benefit to each other and trust each other in achieving common goals.

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DEVELOPMENT OF LKS BASED ON SKILL THEME THE BEAUTY OF TOGETHERNESS IN SDN UTAMA 1 TARAKAN

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ABSTRACT

The aims of the study are to know the process of development of LKSbased on Skill theme the beauty of togetherness at IV class in SDN Utama1 Tarakanand to develop LKS based on Skill theme the beauty of togetherness which have a quality included valid, practice and effective. This study is Research and Development of Borg & Gallmodel which is modified by Sugiyono (2015) and the study is limited to the ninth step. Instruments that are used in this study were interview sheet for the teacher, interview sheet for the student, questionaire of material validation, questionaire of design validation, questionaire of teacher's respond, questionaire of students' respond, observation sheet of product practical and readability sheet. Try out of the product was conducted by 6 students of IV class and main field tryout was conducted by 30 students of IV class.The development process of LKS based on Skill theme the beauty of togetherness is done by ninth step of research and development, those are 1) need analysis, 2) data collection, 3) designing product, 4) validation, 5) revision, 6) product tryout, 7) revision of the product, 8) main testing tryout, 9) revision of the product.The quality of LKS based on the valid, practice and effective. For valid aspect, it was obtained by result of content validation that is 90% which means very valid and for language validation is 88% which means very valid and for design validation is 90% which means very valid. For practial aspect, of the result questionaire of IV class teacher's respond is91% which means very practical, the result of observation product tryout is87% which means very practical. For effective aspect, the result of the result of questionaire of students' respond in product tryout is 96% which means very effective, the result of readability sheet in product tryout is 97% which means in easy category, the result of readability sheet in main testing tryout is 88% which means in easy category. It can be conclude that LKS based on Skill that is developed was qualified.

Keywords: research and development, skill, LKS

Curriculum 2013 is a curriculum that upgraded for increasing and balancing the soft skills and hard skills that form attitudes, knowledges, and skills. Tematik is a learning model that used for curriculum 2013. The one important aspect in tematik is teaching object. Prastowo (2013) explain that teaching object is any object (that form informations, tools, even text) which sistematically arranged, that contains a competence which will mastered by a learners and will used in learning process. One of teaching object used by teachers in learning activities is Lebar Kerja Siswa (LKS).

Prastowo (2013) explain that LKS is a printed teaching objectthat form sheets of papers containing clues implementation of learning activities that has to be done by a learners, which refers to the basic competence that had to be achieved. In fact, learning activities on the skill aspects that contained in LKS who used by teachers at the moment still incomplete. It is proved by the results of interviews conducted to fourth-grade teacher at SDN Utama 1 Tarakan. LKS used by teachers still not attractive enough so that make students passive in the learning process, not presenting varied skill task, neither impractical and require a long time in the process.

Based on the above discussion, the authors want to developed a skills-based teaching object. The development of that teaching object is LembarKerjaSiswa (LKS). The reasons that described above are factors underlying the researchers to conduct a study entitled "PengembanganLembarKerjaSiswa (LKS)". The purpose of this study was to know the process of developing a skills-based LKS with wonderful togetherness theme at fourth grade SDN Utama 1 Tarakan, as well as to knowing the quality of the skills-based LKS with wonderful togetherness theme at fourth grade SDN Utama 1 Tarakan on aspects of worthiness, practicality, and effectiness.

METHOD

This research uses research and development (Sugiyono, 2015). The series of

steps in the research and development will conducted in stages, and at each step that will be passed or carried out always refer to the results of previous steps until the end we obtained a new educational product. This sudy developed a product in the form of skill-based LKS with wonderful togetherness theme at fourth grade students. Product development that carried out in this study is based on flow model of research and development procedures were modified from Borg and Gall in Sugiyono (2015).

Products teaching object skills-based LKS validated by six experts. Two experts who validate the contents of skill-based LKS. Two language experts who validate the language in the skill-based LKS. Two experts who validate the design of display of skill-based LKS.

Product trials as part of development phase is done with two phases, product trials and usage trials. Product trials conducted by applying one subtema while usage trials is conducted by applying the three sub-themes on skills-based LKS that have been designed by the researchers.

Subject trial in this research is the fourth grade students at SDN Utama 1 Tarakan. Subject of product trials are six fourth grade students and usage trials is one of the fourth grade class at SDN Utama 1 Tarakan consisting of 30 students.

The type of data on the development of this research is qualitative data and quantitative data. The qualitative data obtained from the results of validation expert advice and commentary content, laguange experts, design experts, the response of teachers, and the student questionnaire responses about the product that being developed. The quantitative data obtained from the assessment scores of experts, practitioners, product trial quastionnaires (respondets), and the observation sheet used products.

Data collection instrument in this study consisted of the questionnaires, field notes from observation used products, and documentation for qualitative data, while the instrument quantitative data collecting are questionnaire validation, questionnaire responses teacher, student questionnaire responses, questionnaires used products, and questionnaire legibility.

Data have been collected through the research instrument, is then analyzed using a type of descriptive qualitative analysis and quantitative descriptive.

FINDING AND DISCUSSION
Development of LKS

Chronology of the development of LKS developed by researchers development model Borg and Gall in Sugiyono (2015) modified up in stages to nine, namely a) the potential and problems, b) gather information, c) the design of the product, d) design validation, e) design revisions, f) product trials, g) product revision, h) utility testing, i) the revision of the final product.

LKS Quality

LKS quality in research and development consists of three aspects such as feasibility, practicality, and effectiveness.

Eligibility Test LKS

Test the feasibility of LKS obtained from the analysis of the content validation experts, linguists, and design experts. The results of the feasibility test is explained as follows LKS 1) analysis of the results of expert validation content with an average percentage of 90% is said to be very feasible and can be used at a later stage.

Table 1. Analysis of the results of expert validation contents

No	Indicator	Validator 1	Validator 2	Percentage (%)	Information
1	a	4	4	80%	Decent
2	b	5	5	100%	Very Decent
3	c	5	4	90%	Very Decent
4	d	5	5	100%	Very Decent
5	e	4	4	80%	Decent
6	f	4	4	80%	Decent
7	g	5	4	90%	Very Decent
8	h	5	4	90%	Very Decent
9	i	5	4	90%	Very Decent
10	J	5	4	90%	Very Decent
11	k	5	5	100%	Very Decent
12	l	5	4	90%	Very Decent
	The Average Percentage	57	51	90%	Very Decent

Analysis of the results of validation linguists with a percentage of 88% is said to be very feasible and can be used at a later stage.

Table 2. Analysis of the results of validation linguists

No	Indicator	Validator 1	Validator 2	Percentage (%)	Information
1	a	3	4	88%	Very Decent
2	b	4	4	100%	Very Decent
3	c	3	3	75%	Decent
4	d	4	4	100%	Very Decent
5	e	4	3	88%	Very Decent
6	f	3	3	75%	Decent
	The Average Percentage	21	21	88%	Very Decent

Analysis of the results of validation design expert with the average percentage of 90% is said to be very feasible and can be used at a later stage.

Table 3. Analysis of the results of validation design

No	Indicator	Validator 1	Validator 2	Percentage (%)	Information
1	a	5	5	100%	Very Decent
2	b	4	5	90%	Very Decent
3	c	4	3	70%	Decent
4	d	5	5	100%	Very Decent
5	e	4	5	90%	Very Decent
6	f	5	4	90%	Very Decent
7	g	4	5	90%	Very Decent
8	h	5	5	100%	Very Decent
9	i	4	4	80%	Decent
10	j	5	4	90%	Very Decent
	The Average Percentage	45	45	90%	Very Decent

The results of the analysis test of skill-based worksheets practicality beauty of togetherness class IV theme developed by the researchers described as follows 1) an analysis of the practicality of the response of teachers filled by a fourth grade teacher at SDN Utama 1 Tarakan while testing the product with the results of average percentage 91% is said to be very practical.

Table 4. An analysis of the practicality of the response of teachers class IV

No	Indicator	Percentage (%)	Information
1	A	80%	Practical
2	B	100%	Very Practical
3	C	100%	Very Practical
4	D	80%	Practical
5	E	100%	Very Practical
6	F	100%	Very Practical
7	G	100%	Very Practical
8	H	80%	Practical
9	I	60%	Sufficient
10	J	100%	Very Practical
11	K	100%	Very Practical
	The Average Percentage	91%	Very Practical

Analysis of the results of observations application of LKS on utility testing performed by three students of the University of Borneo Tarakan as an observer with the results of the average percentage of 87% is said to be very practical.

Table 5. Analysis of the results of observations application of LKS

No	Indicator	Total Skor Observer	Percentage (%)	Information
1	A	14	93%	Very Practical
2	B	13	87%	Very Practical
3	C	13	87%	Very Practical
4	D	14	93%	Very Practical
5	E	12	80%	Practical
6	F	12	80%	Practical
7	G	13	87%	Very Practical
8	H	13	87%	Very Practical
9	I	13	87%	Very Practical
10	J	13	87%	Very Practical
	The Average Percentage	87%		Very Practical

Effectiveness Test LKS

An analysis of the effectiveness of student response test product is filled by six fourth graders at SDNUtama 1Tarakan with an average percentage of 95% is said to be very effective.

Table 6. Analysis of the effectiveness of student response test product

No	Aspect	Total Skor	Percentage (%)	Information
1	a	12	100%	Very Effective
2	b	10	83%	Very Effective
3	c	12	100%	Very Effective
4	d	11	92%	Very Effective
5	e	12	100%	Very Effective
	The Average Percentage		95%	Very Effective

An analysis of the effectiveness of the use of student response trials completed by thirty students of class IV at SDN Utama 1 Tarakan with an average percentage of 96% is said to be very effective.

Table 7. Analysis of the effectiveness of the use of student response trials completed

No	Aspect	Total Skor	Percentage (%)	Information
1	a	59	98%	Very Effective
2	b	59	98%	Very Effective
3	c	58	97%	Very Effective
4	d	55	92%	Very Effective
5	e	57	95%	Very Effective
	The Average Percentage		96%	Very Effective

Questionnaire legibility product trials completed by six students of class IV at SDN Utama 1 Tarakan with an average percentage of 97% is said to be very effective.

Table 8. Questionnaire legibility product trials completed

Number Questions	TotalSkor	Percentage (%)	Information
1	6	100%	Easy
2	6	100%	Easy
3	5	83%	Easy
4	6	100%	Easy
5	6	100%	Easy
6	6	100%	Easy
7	6	100%	Easy
8	6	100%	Easy
9	6	100%	Easy
10	6	100%	Easy
11	6	100%	Easy
12	5	83%	Easy
13	6	100%	Easy
The Average Percentage		97%	Easy

An analysis of the effectiveness of legibility utility testing completed by thirty students of class IV at SDN Utama 1 Tarakan with an average percentage of 88% is said to be very effective.

Table 9. Analysis of the effectiveness of legibility utility testing completed

Number Questions	TotalSkor	Percentage (%)	Information
1	29	97%	Easy
2	28	93%	Easy
3	25	83%	Easy
4	25	83%	Easy
5	18	60%	Easy
6	20	67%	Easy
7	30	100%	Easy
8	30	100%	Easy
9	30	100%	Easy
10	19	63%	Easy
11	30	100%	Easy
12	29	97%	Easy
13	30	100%	Easy
The Average Percentage		88%	Easy

FINDING AND DISCUSSION

Researchers develop teaching materials, skill-based worksheets, teaching materials developed by the steps penlitian and development (R&D). Methods used in this research and development is a method of Borg and Gall in Sugiyono (2015). Selection methods of research and development in Sugiyono Borg and Gall (2015) for this method is the method attribute is used to produce a certain product, and test the feasibility of the product. Steps motode Borg and Gall in Sugiyono (2015), namely 1) the potential and problems, 2) gather information, 3) product design, 4) design validation, 5) revision of the design, 6) product trials, 7) product revision , 8) utility testing, 9) final revisions, 10) the manufacture of products en masse. However, in this study, the researchers only complains conduct research stage to the ninth step.

Rate feasibility aspects of products based on expert judgments obtained the following data: 1) analysis of the results of expert validation content with average percentage of 90% is said to be very feasible and can be used at a later stage, 2) analysis of the validation results linguists with a percentage of 88% is said to be very feasible and can be used at a later stage, 3) analysis of the results of validation of design experts with an average percentage of 90% is said to be very feasible and can be used at a later stage. Based on the results of the assessment of experts concluded that the product LKS skill based themes togetherness beauty is said to be eligible for use in the learning process in class IV.

Rate aspect practicality of the product based on the results of the assessment questionnaire responses of teachers on product trials and observations keterpakaian worksheets in trial usage. Analysis of the results of the teacher's response practicality filled by a fourth grade teacher at SDN Utama 1 Tarakan while testing the product with the results of average percentage 91% is said to be very practical. Analysis of the results of observations keterpakaian LKS on utility testing performed by three students of the University of Borneo Tarakan as an observer with the results of the average percentage of 87% is said to be very practical. Based on the results of the assessment questionnaire responses and observations keterpakaian teacher worksheets can be concluded that the products developed can be said to be very practical for use in the learning process in class IV.

Rate aspect of the effectiveness of products based on the results of student questionnaire responses and legibility sheets filled out by the student on product testing and user trials. Analysis of the results of the effectiveness of student response test product is filled by six fourth graders Top SDN 1 with an average percentage of 95% is said to be very effective. Analysis of the results of the effectiveness of student responses utility testing completed by thirty students of class IV at SDN Utama 1 Tarakan with an average percentage of 96% is said to be very effective. Questionnaire keterbacaa product trials completed by six students of class IV at SDN Utama 1 Tarakan with an average percentage of 97% is said to be very effective. Analysis of the results of testing the effectiveness of the use of legibility filled by thirty fourth grade students of SDN Utama 1 Tarakan with an average percentage of 88% is said to be very effective. Based on the results of the assessment questionnaire responses and observations keterpakaian teacher worksheets can be concluded that the products developed can be said to be very effective for use in the learning process in class IV.

CONCLUSION

LKS in based skills using a flow model of the development of Borg and Gall in Sugiyono (2015) while the step-by-step development of Borg and Gall in Sugiyono (2015), namely: 1) the potential and problems, 2) gather information, 3) product design, 4) validation design, 5) revision of the design, 6) product trials, 7) the revised product, 8) utility testing, 9) the revision of the final product, and 10) the manufacture of

products en masse. However, this study used a step development of the Borg and Gall in Sugiyono (2015) only up to the stage to Nine namely the revision of the final product.

The quality of the skills-based LKS consists of aspects of feasibility, practicality and effectiveness. First, LKS-based skills which proved very worthy of a content expert percentage of 90%, which means a very decent, linguists by 88%, which means a very decent, and design experts or 90% are in the category of very decent. Second, based LKS very practical skills which is evident from the percentage of fourth grade teacher's response was 91%, which means a very practical and observations keterpakaian products by 3 observers by 87% categorized as very practical. Third, highly effective skills-based LKS proven effectiveness of the percentage derived from students' responses and sheets legibility. Percentage of student response product trials by 95% categorized as very effective and practical utility testing students' responses by 96% categorized as very effective. Percentage legibility sheet product trials by 97% with easy categories and keterbacan trial usage by 88% with easy categories.

Proposition

Teachers can use the worksheets as a skills-based teaching materials supporting the theme of the beauty of unity because the quality of the skills-based LKS has been very adequate, the use of LKS berbsis teacher skills play an important role as mentors.

LKS is a skills-based teaching material support for students, so that students can be expected to first learn and dig up as much information on the main learning material such as student handbooks or other learning materials so as to facilitate students in analyzing and conducting skills.

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ERADICATING ILLITERACY IN MINAPOLITAN AREA OF PROBOLINGGO REGENCY EAST JAVA

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ABSTRACT

Probolinggo is known as a minapolitan area whose natural resources have high economic value. The high value of the natural resources and the strategic value of the region make this district is very potential to develop various activities. However, the development of such activities remains problem because of unqualified education. In term of illiteracy, Probolinggo has been listed in red zone areas. According to 2013- 2018 Regional Medium Term Development Plan (RPJMD) data, it is known that the illiteracy rate is still low (78.09%) and its percentage is below the average of East Java Province (88.34%). Tiris, Krucil, Kota Anyar, Pakuniran, Sumber, Kuripan, Bantaran, Wonomerto, Lumbang, Sumberasih, Tongas are sub districts in Probolinggo which are categorized as the red zone. This paper will discuss a) the number of illiterate people in minapolitan area, b) tutorial activities to eradicate illiteracy, c) problems encountered the tutorial activities to eradicate illiteracy d) efforts taken to eradicate illiteracy.

Keywords: illiteracy, minapolitan area

Probolinggo is one of the districts in the province of East Java that lies between 112'50 '-113'30' east longitude (BT) and 7'40 "- 8'10 'south latitude (LS), with an area of about 169 616, 65 Ha or + 1696.17 km^2 (1.07% of the land surface and the oceans East Java Province). Probolinggo is administratively bordering with Madura Strait in the North, Situbondo and Jember in the East, Pasuruan in the West, as well as Lumajang and Malang in the South. Besides, Probolinggo is located in the middle of the Northern region. It has long coastline of 76.1 KM stretch from Paiton in the East to Tongas sub district in the West. Most of the residents who live in coastal areas work as fishermen, and the rest develop the marine cultivation (seaweed cluster) as an alternative livelihood. Sumberasih is one of the sub districts that has developed the marine cultivation.

Sumberasih sub district was known as one of the minapolitan areas that owns high economic values of natural resources. The high value of natural resources and the strategic value of the region make this district is potential to be developed with various activities. However, conflicts on the utilization of coastal areas need to get intensive attention to mitigate the problems that will arise through educational improvement.

Based on the data identification used to determine program priorities in RPJMD of Probolinggo 2013-2018, some educational programs have been identified. The adult illiteracy rate is still low (78.09%) and it is below the standard average of East Java Province (88.34%). The average number of the

school duration is relatively low (5.15%). The quality and the accessibility of education remain uneven in every part of Probolinggo region. The Education Index (IP) showed that education in Probolinggo has increased from 64,98 in 2011 to 65,97 in 2012. Comparing to Net Enrolment Rate (NER) of East Java Provinve, the Gross Enrolment Rate (GER) of SMP remains low (in 2012 amounted 72.54%). While, GER of primary school increased from 119.74% in 2011 to 120.28% in 2012. GER of junior high school increased from 93.23% in 2011 to 93.66% in 2012. Furthermore, GER of senior high school increased from 60.21% in 2011 to 60.90% in 2012.

In terms of illiteracy, Probolinggo is listed as one of the 33 red zones spreading across Indonesia. Based on the data of Department of Education, in the last 5 years illiteracy rates has been declining. Primarily in 2010, according to Central Statistical Agency (BPS), 125.479 people are still illiterate. However, at the end of 2013, 81.499 people in Probolinggo remained illiterates. Tiris, Krucil, Kota Anyar, Pakuniran, Sumber, Kuripan, Bantaran, Wonomerto, Lumbang, Sumberasih, and Tongas are 11 regions in Probolinggo that included in red zone. Fortunately, in 2014 there are only three remaining districts; Tiris (7818 people), Krucil (5740 people) and Bantaran(5135 people) had left the red zone. The total number of illiterate people in Sumberasih sub district is more than 4000 people.

METHODS

This study used qualitative approach. The research took place in Ambulu and Banjarsari village of Sumberasih sub district. The primary data of the research are the scheduled tutorial activities

between tutors and the illiterate citizen during the programme; the result of the interview between tutors and the illiterate citizen. Int his research the researchers act as the main instrument of the research.

The data of the research were analysed quantitatively and qualitatively. The data analysis is done by describing the data and examining the effectiveness program in achieving the objectives especially the validity of the data as the basis framework of drafting the Medium Term Development Plan (RPJMD). The program's performance is assessed based on the following criteria; it is successful if the final result is above 70 % of the stipulated objectives to be achieved; less successful if the score is 50-70 %; and it fails if the score is less than 50 %.

RESULTS AND DISCUSSION

Education is the most prevailing key that can be used to create students who are democratic, skilled, intelligent, creative, noble, able to master science and technology, in order to prepare Indonesian facing the global competition. It is particularly by preparing children in the rural area who are then can contribute to regional development, along with the implementation of autonomy.

Public participation in education can be identified from NER. In 2005, NER of primary school in Probolinggo was 99.04%, and 115.77% in 2010. NER of junior high school 29.03% in 2005 and increased to 87.90% in 2010. However, NER of senior high school was 21,56% in 2005 and increased to 45,76% in 2010.

The development of education can also be seen from the growth of graduates, school capacity, and the number of dropouts. Primary school graduates increased from 14.817 in 2005 to 16.477 people in 2010. Accordingly, the alteration rate from primary school to junior high school increased a little, 66.27% by 2005 to 80.81% in 2010. For junior high school, the number of graduates were about 4.374 graduates in 2005 and increased to 5.055 graduates in 2010. Among those who were graduated, transition rate from junior to senior high schools amounted 66.32% and increased to 79,09% by 2008.

In terms of illiteracy, Probolinggo is listed as one of 33 red zone in Indonesia. According to Department of National Education, in the last five years illiteracy rate has been declining. Furthermore, based on the Central Statistical Agency (BPS) data it is known that as many as 125.479 people in 2010 were illiterates, while the latest 2013 data showed that 81.499 people

in Probolinggo are illiterates. There are 11 areas in Probolinggo that included to the red zone; Tiris, Krucil, Kota Anyar, Pakuniran, Sumber, Kuripan, Bantaran, Wonomerto, Lumbang, Sumberasih, and Tongas. Fortunately, in 2014 the number of illiteracy decreased. There are only three remaining districts listed in the red zone, those are; Tiris (7818 people), Krucil (5740 people) and Bantaran (5135 people). The number of illiteracy in Sumberasih sub district are over than 4000 people. Although it does not include to the red zone, treatment used to eradicate illiteracy are required.

Based on the research data on April, 15 2015, the main obstacle found to fight against the illiteracy was the dense working schedule of the illiterate citizens. Furthermore, because of some bustle, the total numbers of tutors are declined. Most of them trained and have background of teaching profession. Besides, they live outside Probolinggo. Hence, after obtaining the teacher certification, the tutors unable to manage their time. Time, cost and distance are the constrained. In the early yeas, tutors were provided by Islamic boarding school from Pasuruan who have community service program. It is, therefore, important to find tutorial activities breakthrough which are meaningful and close with the world of illiterate citizens. Based on the interviews with the local people and leaders in the Fisheries Department and Agency for Regional Development Planning (BAPPEDA), a solution to eradicate illiteracy was finally discovered. The solution is tutorial as a set of fisheries guidance activities. It was chosen since most of the targeted group of illiteracy eradication are fishermen.

Before doing tutorial, identification on the potential tutors were done on July 4, 2016. In this regard, the identification process was not done sporadically. It was done in a sustainable way by approaching Probolinggo Education Department and BAPPEDA of Probolinggo. It was found that there were 10 teachers who are willing to be tutors to eradicate illiteracy. Each tutor is responsible for teaching 10 illiterate citizen or better known as trainee (WB). Currently, every tutor is identifying the trainees. This identification process is advantageous for the government because it helps to check the targeted participants who had died, old or no longer in the productive ages, or even no longer defined as illiterate. Therefore, the data obtained are very significant for both parties. The 10 trainers obtained are the remarkable progress since they are the citizen of the Ambulu and Banjarsari village. In the past time, they were from out of the villages. However, hard work is still needed to eradicate illiteracy because the large number of illiterate people, among 4000 illiterates in Sumberasih, 500 illiterates are in Ambulu and Banjarsari. Activities to identify illiterate tutor have

been completely carried out and successfully implemented.

CONCLUSION

This regional-based community service (IbW) to eradicate illiterates in Banjarsari and Ambulu village, Sumberasih, Probolinggo need to be done in a sustainable manner. Some problems such as limited time to learn for illiterates and limited number of the tutors cannot be solved sporadically. On the other hand, illiterates identification has been successfully carried through fishery extension system.

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MATHEMATICAL LEARNING ACTIVITY USING CONNECTING ORGANIZING REFLECTING EXTENDING MODEL TO IMPROVE MATHEMATICAL CONNECTION SKILL

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ABSTRACT

This research is backgrounded by the lower mathematical connection skill of the student. It can be seen from data PISA in 2012 which states that Indonesia is the lowest second state than other ones. It is occurred as the students are not facilitatedto improve their standarskill, that is connection skill. Mathematics learning activity can improve the connection skill for it hasa systematic concepts and a connection concepts that effect to good attitude and logical systematic thinking and rational thinking. In addition, teachers should be ableto choose a learning model to improve mathematical connection skill of students. One of which is by using CORE learning model. CORE learning model consists of four learning stages, namely Connecting Organizing Reflecting and Extending. The aim of the research is to determine student's mathematical connection skill between learning using CORE Model and Conventional Technique. This research is a quasi-experimental research with non-equivalent control group design. This research was done in SD Laboratorium UPI KampusCibiru. Based on data processing of connection skill test, the average pretest results of control group is 35,5 and experimental group is 35,42. After receiving different treatments, the average posttest result of control group is73,17 and experimental group is 85,17. Improvement quality of student's mathematical connection of experimental group is high and control group is medium. Moreover, improvement of mathematical connection of students from experimental group is higher than control group. CORE learning model can be one of the alternative learning model to improve the students mathematical connection.

***Key Word:** CORE, mathematical connection*

NCTM (2012) mentioned that there are five basic standard math skills, namely, problemsolving, reasoning and proofing, communication, connections, and representation. Trilling and Fadel (2009, p. 48) explained that the skill in the 21st century is a learned skill and innovation, including problem-solving context. In line with this, the development of science requires each individual for having the skills to connect.It can be facilitatedthrough the study of mathematics to develop a way of thinking because math has systematic and connected material.

The skill of connection must be mastered by students that connect matter of mathematics to materials other mathematical, mathematics with other subjects and mathematics a real life context. The connection capability should be facilitated in order to make a meaningful and ever-lasting learning for students. This is consistent with Ausubel's theory of meaningful learning.

In line with the above description, the Curriculum 2013 observation from Elementary School that learning mathematics is very difficult to be connected with other math materials or any other subjects. This is because the teacher was not accustomed to such mathematics. It is clear demands of the curriculum 2013 that is the connection between one subject to another, or one material with another material, known as integratedthematic.In addition, other issues that the students feel confused when learning looked like is there is not any separation. This is because the students have not been facilitated to develop their connection capabilities, specifically in this case of students' mathematical connections skill. Associated with a lower students' mathematical connection skill, Indonesian children have low skills in mathematics, science and reading, compared to other children in the world. This is taken from the Programme for International Student Assessment (PISA) in 2012, Indonesia was ranked 64th of 65 countries that participated the test.

In order to fulfill all of the competences, teachers should be either a facilitator or mediator in fulfilling the students' needs that is related to the requiredmathematical competence.

Therefore, teachers should be able to choose appropriate learning models to meet their competence. One of them is by using CORE Model.

CORE is a model of the constructivist imbued clump contextual, and in that model there is a method in the form of an attribution discussion of topic or issue that triggers the settlement of the problem through a joint decision. CORE Model is a model that can make children active in learning. The constructivist theory positions students not only as just passive learners, but active subjects who construct knowledge. In this model, there are also stages of students'connection with real life and interpret the phase of reflection that is very consistent with the theory of Ausubel.

Based on all the foregoing, the formulation of the problem in this research is "How to increase the skill in connecting mathematical students who obtain CORE Model teaching with students who received conventional learning?". This study is aimed to analyze and determine the increase mathematical skill to connect students who obtain Model CORE learning with students who received conventional learning.

METHOD

The selected population in this study is all fourth-grade students of elementary school in the second semester of the academic year 2014/2015 in Cileunyi. SD Laboratorium UPI Cibiruwas defined as sample by researcher. The selection of the sample was not randomlydone. Samples were selected based onsamplingincidentaltechnique. Based on observations on mathematics and homeroom teachers, the obtained information confirmed that the two sampled classes have the same mathematical skill, so that the determination and control group experiments can be conducted on class IV-D and IV-E. In this study, researchers set VI-E as an experimental group and class IV-D as the control group.

This study is a quasi-experimental research. The study design that is used by the researchers is a design that has a pretest and posttest or nonequivalent control group design. Here is an overview of the quasi-experimental research designof nonequivalent control group design.

The research instrumentsthat are used in this study are test and non-testinstrument. The test instrument in this study is a test that

forms description to measure the skillin connecting students' mathematical, while the non-testinstrument forms anobservation sheet that is used to measure the activity of teachers and students in the experimental group.

FINDING AND DISCUSSION
The results of pretest

Based on the research that has been done, the acquisition price mean score pretest and posttest experimental group and the control group were as follow:

Table 1 Average score of pretest and posttest

Group	Pretest	Posttest
Experiment	35,42	85,17
Control	35,50	73,17

For more details, it can be seen in the data description score pretest in Table 2 below.

Descriptive Statistics							
Group	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Experiment	30	15	52,5	1062,5	35,42	9,959	99,174
Control	30	15	52,5	1065	35,50	8,794	77,328

Table 2 above, it can be seen that the skill of students' initial experimental class and control class were not quite different. It can be seen from the average achievedscores ofpretest experimental classof 35.42 and an average score of pretest 35.50control class, overall the research class has the same mathematical connection capabilities.

Normality, test against the two groups were performed by Kolmogorov-Smirnovtest for data ≤ 30 by using SPSS17.0 for Windows.The hypothesis of normality test is as follows.

H0: Data comes from populations with normal distribution
Ha: Data comesnot from populations with normal distribution

By taking a significance level of α= 5% of decision-making criteria in this test is H0 accepted if the significance value (sig.) ≥ 0.05 and H0is rejected if the significance value <0.05. Here are the results of calculation of Kolmogorov-Smirnov normality test by using SPSS version 17.0 for Windows.

Table 3 Normality DistributionScores Pretest

Group	Kolmogorov-Smirnov		
	Statistic	Df	Sig.
Experiment	.117	30	.200*

Control	.133	30	.189

Based on Table 3 above, it can be seen that results theoutput of variance test for normality using Kolmogorov-Smirnov test showed significants core data pretest for the experimental group and the control group was 0.200 is 0.189. Due to the significant value of both groups of more than 0.05, then H0 is accepted. It can be said that the distribution of the samples are normal.

Homogeneity test was conducted to determine whether two or more groups of data samples come from populations which have the same variance. Here is a hypothesis for uni-homogeneity.

Ho: there is no different variance between the two groups of samples

Ha: there is a different variance between the two groups of samples

Taking the significant stage at α= 5% of decision-making criteria are H0 accepted if significance (sig.)≥ 0.05, and H0is rejected if the value of significance (sig) <0.05.

Based on Table 4 above, it can be seen that the leveltest of significance Statistic Level is above 0.05 is 0421. Based on the test results Levene Statistic, it can be concluded that H0is accepted, meaning that there is no differentvariance between the experimental group and the control group.

Because the normality and homogeneity tests meet the criteria for the t test, then the following hypotheses are used to determine differences between the mean scores pretest the experimental group and the control group:

H0: $\mu1=\mu2$,skill connections of students 'mathematical experimental group and the control group in the pretestwere not significantly different.

Ha: $\mu1\mu\neq2$,skill connections of students' mathematical experimental group and the group controls on the pretest was significantly different.

The criteria in making decisionare as follows a) if the significance value greater than 0.05, thenH0 is accepted; b) if the significance value less than 0.05, then H0 is rejected.

Based on table 5 above, it appears that t for pretest with equal variance assumed is -0.034 to 0.973. Due to the acquisition of two-sided test is greater than 0.05 (0.973> 0.05), then H0 is accepted. It can be assumed that the skill to mathematically connect the two groups on the pretest was not significantlydifferent, meaning that the experimental group and the control group had the skill to connect before the two groups were treated differently.

The Result of Posttest

Posttestwas performed in order to see the skillin connecting mathematical students in the experimental group and the control group after getting a different treatment. The data analysesscore of posttest of the experimental group and the control group.

It can be seen that the minimum score in the experimental group is 70 and the maximum score is 97.5. Minimum score in the control group was obtained at 50 and a maximum score of 90. Having obtained experimental group and the control group received a different treatment, it obtained an average score posttest of 85.17experimental group and the average score of posttest control group by 73, 17. Thus it appears that the average score of posttest experimental group is greater than the average score of posttest control group by a margin of 12.

The normality test of the datascores posttest of two groups of research conducted by Kolmogorov-Smirnovtest for data ≤ 30 is using SPSS17.0 forWindows.The hypothesis of normality test is as follows.

H0: Data comes from populations with normal distribution

Ha: Data comes not from populations with normal distribution

By taking a significance level of α= 5% of decision-making criteria in this test is H0is accepted if the significance value (sig.) ≥ 0.05 and H0 is rejected if the significance value <0.05. Here are the results of calculation of Kolmogorov-Smirnov normality test by using SPSS version 17.0 for Windows.

Based on the table above, it can be seen that results theoutput of variance test for normality usingKolmogorov-Smirnov test, demonstrated the significant value of the datascores of posttest for the experimental group and the control group of 0.052 is 0.116. Due to the significant value of both groups of more than 0.05, then H0 is accepted. It can be assumed that the distribution of data from both sample groups is normal.

Homogeneity test was conducted to determine whether two or more groups of data samples come from populations having the same variance. Here is a hypothesis for uni homogeneity.

Ho: there is no different variance between the two groups of samples

Ha: there is a different variance between the two groups of samples

Taking the stage significance at α= 5% of decision-making criteria are H0 accepted if significance (sig.) ≥ 0.05, and H0 is rejected if the value of significance (sig) <0.05. After processing the data, theoutput can be seen in Table 4 below.

It can be seen that the leveltest of significance Statistic Levene is above 0.05 is 0496.Based on test Levene Statistic results,it can be concluded that H0 accepted, meaning that there is no differentvariance between the experimental group and the control group. This indicates that there was not any different variance of the data score posttest connection mathematically to the experimental group or the control group.

Furthermore, namely t test, following a hypothesis that is used to determine the differences between the mean scores posttest experimental group and the control group:

H0: μ1=μ2,there are not any differences in average in both groups

Ha: μ1μ≠2,there are differences in the average in both groups

of decision-making criteria used are as follows a) if the significance value greater than 0.05, then H0 accepted; b) if the significance value less than 0.05, then H0 is rejected.

At this stage, it will be done t test (Independent SampleT-test) with the assumption that the data came from a normal distributed population. The test results of mean difference the posttest two samples.

Based table 9 above, it appears that t to posttest with equal variance assumed is 5.044 to 0.000. Due to the acquisition of two-sided test of less than 0.05 (0.000 <0.05) and t is greater than t table (5.044> 2.002), then H0 is rejected. The average score posttest experimental group and the control group was different. Additionally, 4:12 according to the table above were obtained also mean difference forscore posttest score of 12,000 with an average difference of 7.238 and below the average of the top amounted to 16.762. This may imply that the average difference of posttest ranged from 7.238 to 16.762 with an average difference amounted to 12,000.

From all of the description above, it can be a common thread that there are differences in the skill to connect students'

mathematical between groups of students experiment that uses a learning model CORE with a control group using learning usual (conventional) in the context of Curriculum 2013 that learning isalways scientific.

The difference in skill connections mathematically

From the results of hypothesis testing in this study, there are differences in the skill to connect mathematical students skill who obtain CORE learning with mathematical connection capabilities of students who received the usual learning (Conventional).

Based on the data processthat has been done before, the average score ofpretest obtained for the experimental group was 35.42. Once students are treated through the CORE model of learning, mathematical connection skill of students has increased significantly. It can be seen from the high average of achievedposttestscores of studentsthat is equal to 85.17. Thus, it can be concluded that the CORE Model learning can improve students' mathematical connection capabilities significantly.

This is consistent with social learning theory proposed by Glaserfeld and Matthews (in Siregar and Nara 2010 p.39) argue that "knowledge of a person is construction results (formation) the man himself ". Further Piaget (in Siregar and Nara 2010 p.39) argues that "Knowledge is a human creation that is constructed from experience, the formation process runs continuously and whenever there is a reconstruction for their new understanding."

Learning Model CORE is able to train students' maturity through the four stages of learning. In this study, students' initial knowledge becomes the basic capabilities which will be strengthened through the activities of connecting, organizing, reflecting, and extending.The learning activities in groups are able to create a good social interaction among students. With a cooperative setting,the stage of organizinghas made every student for having equal responsibility to understand each lesson undertaken by the group, every stages of the CORE model greatly affect the maturity of thought obtained by the students to be able in increasing the skill of students' mathematical connections.

In this CORE model, student is facilitated a strengtheningthrough the stage Extending in an effort to improve or enrich himself on the charge of material that has

already learned. Unlike the experimental class, the class of the control activities carried out only conclusion to conclude a material that has been learned and follow up on deficiencies in the learning process without facilitating the students to realize the mistakes and shortcomings. This is in line with the theory of Ausubel (in Suwangsih&Tiurlina 2006 p.86): "In mathematics every concept associated with other concepts. Neither with others, for example, the proposition and the proposition, between theory and theory, between the topic with the topic".

CONCLUSION

Based on the results of data analysis and discussion that is proportional to focus research problems, it can be a common thread about the study of mathematics by Model CORE on the material Scene 7 and Class IV Scene 8 Curriculum Elementary school in 2013. The conclusions are:

First, There are differences in the skill of students' mathematical connection between students who obtained using Model CORE learning with students who received conventional learning (learning is commonly practiced in the school). Learning math using Model CORE significantly influencesthe increase of students' mathematical connection capabilities. This is due to Model CORE provides opportunities and facilitates the students to see how the math materials with other mathematical material, material math with other subjects matter, and mathematics in the context of everyday life. So that, it impacts the skill to connect mathematical students' acknowledgment learning by Model CORE better than students who received conventional learning.

Second, in this case,the skill to connect mathematical students learning with Model CORE and conventional learning are scientifically increased. It can be seen from index results normalized gain. Based on the criteria of the index gain, the quality of connection mathematical skill of students learning with Model CORE increases in the high category, while the quality of the connection mathematical skill of students who received conventional learning averagely increase.

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UNDERSTANDING TEACHER'S ROLE IN STUDENTS' CHARACTER BUILDING

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ABSTRACT

As known, there are three aspects that students should acquire in an instruction. They are cognitive, affective, and psychomotor aspects. If the students have acquired these aspects, they will be individual with a good character. In one hand, they are smart and in another hand, their smart intelligence is supported by good attitude. A teacher has a very important role to facilitate students in order to master the three aspect. Therefore, a teacher is not only required to teach knowledge to the students, but also to educate the students in order to have a good character. The teacher may not emphasize the instruction on cognitive only because the smart students without good attitude and moral can lead them to be selfish and ignore their environment. Vice versa, the students with good attitude and moral but without smart intelligence will lead them to be passive participant in society and tend to be object in daily life.

Keywords: teacher's role, character building

Talking about teacher's role means talking about education and talking about teacher's role in students' character building (in Indonesia context) can be related to talking about the purpose of national education of Indonesia programmed by Indonesian government. The purpose of national education of Indonesia has been formulated in the National System of Education act no. 20/2003. It is said that national education functions to develop national capabilities and form character and civilization having dignity in order to educate people, aimed at developing students' potential to become a faithful and god-fearing man, noble, healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens.

What is stated in the National System of Education act no. 20/2003 implicitly shows that national education does not only focus to develop students' thought but also students' character. It is aimed that Indonesia wants to have a golden generation in the future, namely the generation with high knowledge and good moral to manage and develop this beloved country in the future in order that Indonesia can compete well with other countries. Indonesia government realizes that having smart generation without good character can be dangerous for the future life of Indonesia because they can be selfish and can damage Indonesia itself. In other word, smart generation with bad character can be a betrayer for Indonesia. Therefore, the future generation with high intelligence should be supported by having good character.

Paying attention to the purpose of national education stated above, it seems that the teachers are really expected to do their best to make the purpose to come true. In other words, the teachers play an important role to improve and develop students' thought and students' character particularly.

Related to character building, it is necessary to know what characters the teacher should give to students in teaching-learning process. In order that all teachers do not misguide and misinterpret about the character to be given to the students, Ministry of National education (2010:9) mentions 18 characters and the description of the characters the students should get from teacher in teaching-learning process.

Looking at the character programmed by ministry of national education in teaching-learning process, it seems that the characters intended in the program of ministry of national education are in line with Joesoef's statement (2013) in Hakim (2014) saying that mind-set, national culture, and five principle (pancasila) are the main components of Indonesia character. The program also puts religion as the first priority. It means that religion is considered as a main guidance for human being to do other activities. In other words, religion will control someone to do other activities. If someone is religious and obedient in carrying out the teachings of his religion, he will tend to be believed to have good characters for himself, other people, and environment around him because all religions teach good things to human beings.

The study on character building has been carried out by many researchers. Some of them are Wijaya (2014) who investigated the efforts of developing students' character at SD Muahammadyah Al-Mujahidin, Wonosari, Hakim (2014) who discussed Building Students' character through Al-qur'an-based education, Muhsinatun ..

NO	CHARACTER	DESCRIPTION
1	Being religious	Attitudes and behaviors obedient in carrying out the teachings of their religion, tolerance to the worship of other religions, and live in harmony with other faiths.
2	Honesty	The behaviors based on an attempt to make himself as someone who always can be believed in words, actions, and work
4	Discipline	Actions that show orderly and obedient behaviors on various rules and regulations.
5	Working hard	Behaviors that show doing the best to solve learning problems and complete the tasks very well.
6	Creative	Thinking and doing something to find out new ways or the new discovery of something that has been owned.
7	Independence	Attitudes and behaviors that are not easy to depend on others in solving tasks.
8	Democracy	Ways of thinking, behaving, and acting to consider that he has the same rights and obligation as others.
9	Curiosity	Attitudes and actions showing that he always does the best to know deeper and broader on anything he had learned, seen and heard
10	National Spirit	Ways of thinking, behaving, giving priority more on nation and country than himself and his group
11	Loving Motherland	Ways of thinking, acting, and doing that show the loyalty, care and high appreciation on language, physical, social, cultural environments, nation economy, and politics.
12	Appreciating achievement	Attitudes and behaviors that support him to do something useful for sosciety and recognize and appreciate achievement made by others
13	Respect and Communicative	Actions that show a sense of fun to talk, consort, and work cooperatively with others
14	Loving Peace	Attitudes, words, and actions that cause others to feel happy and secure with her presence.
15	Joy of Reading	Habits to provide time to read the various readings useful for himself
16	Caring about environment	Attitudes and actions to prevent natural environment from damage, and develop efforts to restore the damaged environmental that has occurred.
17	Responsibilities	The attitude and behavior to carry out tasks and obligations which should be done to yourself, society, environment (nature, social, and culture), the state, and God Almighty.

Muhsinatun (2015) who investigated Character Education of early-aged child through role-playing at Kindergarten, Nashrullah (2015) who investigated the students' character building through Islamic education, Supriyono (2016) whose study is about on the description of how character education is effectively developed and implemented, and Santoso (....) who discussed educator and character building.

In his study, Wijaya (2014) found that efforts to build the character of students in SD Muahammdyah Al-Mujahideen, Wonosari were done by example in class, direct practice with children through learning, habit-forming, integrating character education in the subjects, the culture of school, extracurricular activities, and habitual behavior. Hakim (2014) describes that the character building through Qur'an-based education becomes part of the process of forming noble character and capable of being the main foundation to develop learners dignity. Muhsinatun (2015) investigated that it was very easy to implement the children character through role-playing because they already did things related to moral and character. Nashrullah (2015) found that the teacher of Islamic education has an important position in shaping the character of students in order that they become human beings with good character and quality. Supriyono (2016) found that the suggestive development and implementation of the character education include the strengthening of being valued people as in ikhsan, being good creatures of Allah as in Iman, and being able to do good deeds and moral action in the community as in Islam done through academic lessons, habituation, creativity-action and services. Santoso (....) discussed educator and character building. Furthermore, Santoso stated that education focusing on character is required and education focusing on character requires educator with good character. Therefore, developing educator's character is really required.

From some studies stated above, it seems that character building can be discussed and analyzed from different perspectives. The discussion and analysis on character building from different perspectives will result in a new perspective that can be developed again.

Teacher play an important role building character because the teacher is a main model for the students. The students should always find good things on their teacher. In order that the teacher can play the role very well, s/he should be professional and understand his roles.

Concerning with professionalism, the teachers and lecturers act no. 14/2005 and government regulation no. 19/2005 require that a teacher/lecturer should be professional having four competencies. The competencies are: 1) Pedagogical competence: the ability to manage

student learning which includes student understanding, design and implementation of learning, evaluation of learning outcomes, and the development of students to actualize various potentials; 2) Competence personality: the ability to be a role model for students and noble and have steady, stable, mature, wise personality and having an authoritative bearing; 3) Social competence: the ability of educators to build relationships with the community and interact effectively with students, fellow teachers, staff, parents, and the surrounding community; and 4) Professional competence: the ability to master the learning material broadly and deeply that enable the educator to guide students to meet the standards of competence specified in the national standard of education.

Talking about teacher's role, Mulyasa (2011) mentions several teacher role. They are as educator, instructor, guide, trainer, adviser, innovator, good model, and researcher. As a educator, a teacher should be able to do reflect spiritual, emotional, social and intellectual values on himself and have deeper comprehension on science, technology and art in line with what he has been developing. As an instructor, a teacher should build a positive relationship with students emphasized on understanding each other in teaching-learning process. A teacher, as a guide, should identify competence intended, involve students psychologically, make the learning meaningful, carry out evaluation, and become partner for the students. A teacher, as a trainer, should pay attention to basic competence and standard material and individual difference. Playing his role as a adviser, a teacher should be able to advise students to study hard and obey school regulations. As an innovator, a teacher should create new and better innovation useful for students. As a good model, a teacher should perform good behavior and attitude in daily life in order that the students can imitate his good life. A teacher, a s a researcher, should studies to identify students' strength and weaknesses viewed from intelligence and personality.

Many researchers have investigated the teacher's role in students' character building. They investigated it from different points of view. They are Binarou (2013), Derajat (2013), Arumsari (2014), Riodani (2015), Erviana (2016), Sumarno (2016), Wahyuni (...), and Widiastuti (...).

Binarou (2013) investigated the teacher's role of physical education in students' character building. In this study, the researcher found that not all teacher showed very high role in students' character building. In detail, the

teachers showed very high (6.67%), high (33.33%), fair (20%), low (36.67%)and very low (3.33%).

Derajat (2013) investigated the teacher's role of *aqidah akhlak* in character building of students of Islamic state junior high school. In his study, he found that the teachers of *aqidah akhlak* played roles as designer, organizer, and counselor. As a designer, the teacher designed the teaching-learning process covering planing, classroom management, and assessment.

Arumsari (2014) investigated the teacher's role in students' character building in Science class. She found that teacher played roles in students' character building in Science class as motivator, facilitator, role model, creativity supporter. Meanwhile, characters reflected in Science class were honesty, responsibility, creativity, and studying hard.

Riodani (2015) investigated the role of teacher of Islamic education in students' character building. He found that the teacher of Islamic education played a role in improving student Islamic behavior as educators guiding the students to behave Islami daily through cultural habituation (greetings, smiles, polite, and courteous.). In addition, the teacher also gave concrete examples when teaching is greeting first, then pray together.

Erviana (2016) discussed the teacher's role in students' character building based on local wisdom *satriya pinandhita*. She said that teacher could adopt characters available in local wisdom around students as character taught in classroom.

Sumarno (2016) investigated the role of teacher of Islamic education in students' character building. He found that the teacher of Islamic education played an important role in students' character building as mentors, role models, advisers, and evaluators. In addition, he said that teacher could build student character through giving the example of the student, controlling and mentoring with a religious, committing habit such as praying dhuha and dzuhur in congregation and reading qur'an, giving reward and punishment, constructing student discipline, and holding the cooperating with the parent of the student.

Based on the studies on teacher's role in students character building stated above, it seems that teacher can play different roles in classroom to build students character. The teacher can be designer, organizer, counselor, motivator, facilitator, role model, creativity supporter. In order that the teacher can play the roles to build students' character well, the teacher can employ strategies as giving the example of the student, controlling and mentoring with a religious, giving reward and punishment.

Wahyuni (...) investigated the teacher's role in students' character building. She found that teacher's role influenced the character the students

performed. Her finding is in line with Widiastuti's finding. Widiastuti (...) found that teacher played important role in students' character building.

CONCLUSION

The contribution of school to build students character is very expected nowadays because the school is the only place that can build the character other than household. Viewed from teacher, it seems that teacher plays important role in students' character building. In other words, teacher influences students character. In order to support the teacher to play the role well, the government facilitates the teacher with the regulation related to character building at schools. In addition, teacher also can use religion approach to build students' character.

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INTERACTION INTERCULTURAL COMMUNICATION SETTING THE INFORMAL EDUCATION PROGRAM ON STUDENTS OF PAPUA AFIRMASI

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ABSTRACT

Affirmations Program of Higher Education (ADIK), aims to facilitate the young generation of the region are still lagging behind in the field of education to obtain higher education opportunities throughout the archipelago. Papuan Students who study at Universities in the island of Java, particularly public universities in Malang will certainly affect the interaction of intercultural communication are reflected in everyday behavior into their new environment. Cultures were brought Papuan students will be different when they study further outside the region, they are required to be able to adapt to his new environment in order to support the smooth running of everyday life and success in taking his studies at undergraduate rogram Prodi at public universities. The conclusion of this paper as follows: (1) Intercultural communication is communication interactions between tribes, ethnic, racial, and between social classes. Therefore, communication and cultural interaction are two concepts that can not be separated. Communication and cultural studies also covers how to explore the meaning, patterns of meaning and actions and how those patterns, articulated in social groups that involve human interaction. (2) Informal education is education obtained by a man from the everyday experience consciously or unconsciously, since one's birth until death, eg religion, morality, ethics, manners, morals, and socializing. (3) informal education related indicators in the process of interaction outside the classroom, namely: communication interactions group activities outside the classroom, interaction communication in the neighborhood, the communication interaction outside the classroom, because it is important informal education. (3) informal education related indicators in the process of interaction outside the classroom, namely: communication interactions group activities outside the classroom, interaction communication in the neighborhood, the communication interaction outside the classroom, because it is important informal education. Because not only at school we can learn, but in the family and society as well we can learn and be able to take the lessons learned.

Keywords: interaction, communication culture, informal education

Ministry of Research, Technology and Higher Education organized a program to accelerate the development of human resources for the areas assessed are still lagging behind in the field of education namely program Afirmasi Pendidikan Tinggi (ADIK). The program aims to facilitate the young generation of the region are still lagging behind in the field of education to obtain higher education opportunities throughout the archipelago. program through the Ministry of Education and Culture to provide scholarships in rotation from one region to another region which is lagging behind in the field of education to the sons and daughters of the original area that has been graduated at the SMA, SMK, or Mandrasa Aliyah (MA). This program started in 2013 which were received scholarships this brother was given to the island of Papua, covering the provinces of Papua and West Papua.

Students from Papua who went on to study Universities in Java, especially in Perguruan Tinggi Nengeri (PTN) at Malang will certainly affect the interaction of intercultural communication are reflected in daily behavior into the new environment Cultures were brought Papuan students will be different when they study further outside the region, they are required to be able to adapt to his new environment in order to support the smooth running of everyday life and success in taking his studies in bachelor study program on Perguruan Tinggi Negeri (PTN). The same problems experienced by universities in implementing AFIRMASI difficult to foster academic culture, especially preferential treatment to participants who are often in conflict with the rules of learning on campus.

Every human being, khususunya individual can not escape from the interaction of communication with other individuals in their everyday lives, therefore the interaction of communication is very important in everyday social life, but there are also people who do not have good communication interaction skills and can be understood by other people when the moment of speaking, especially when involved in communications that have different cultural backgrounds, difficult to understand and produce effective communication becomes a huge obstacle because of the cultural differences that cause errors in understanding the messages received by a person when communicating. Error in understanding the

messages pose a problem or even a very serious conflict in intercultural communication.

Studies on intercultural communication can not be separated from the elements and characteristics of the culture inherent in any person or ethnic origin and culture. This is explained by Samover, et al (2010) that the definition of cultural communication as communication that occurs when members of a particular culture gives a message to members of other cultures. The definition can be explained that intercultural communication involves interaction between individuals or individual persons who have a perception of culture and a different symbol systems of interacting communication or in speech. This is also confirmed by Samover, et al (2010) that intercultural communication is an interaction of communication between tribes, ethnic, racial, and between social classes.

Because of the interaction of communication and culture are two concepts that can not be separated. Attention on communication and culture lies in the variation of pace and the way people communicate both individuals and social groups. Limelight communication studies and culture also covers how to explore the meaning, patterns of meaning and actions and how those patterns, articulated in a social group involving human interaction (Liliweri, 2007).

The focus of the study of intercultural communication is an interaction, interpersonal communication, therefore, to examine the interaction of intercultural communication must consider the factors that affect interpersonal communication on an individual or person. In the interaction, interpersonal communication there are two or more people engaged in a conversation or to communicate well with verbal or nonverbal directly, in contrast to the interaction of intercultural communication other than an individual or person is also influenced by the dimensions of cultural differences inherent in the individual or the individual in question. According Sunarwinadi (1998) explains that in the intercultural communication, as well as in interpersonal communication, each individual or people involved in communicating own perception of himself and of others who became his interlocutor or communicate.

Writing this article discusses: (1) Principle komunikas intercultural interactions and barriers; (2) Effectiveness interactions intercultural communication; and (3) Concept of informal education. For more details of each sub subject is described as follows.

DISCUSSION
Principles of Intercultural Communication and Interaction Obstacle.

Every human being, khususunya individual can not escape from the interaction of communication with other individuals in their everyday lives, therefore the interaction of communication is very important in everyday social life, but there are also people who do not have good communication interaction skills and can be understood by other people when the moment of speaking, especially when involved in communications that have different cultural backgrounds, difficult to understand and produce effective communication becomes a huge obstacle because of the cultural differences that cause errors in understanding the messages received by a person when communicating. Error in understanding the messages pose a problem or even a very serious conflict in intercultural communication.

Understanding the interactions of intercultural communication need to understand the principles of communication. The principles of interaction of intercultural communication by DeVito (1997) are as follows: (a) the relativity of language, (b) language as a cultural mirror, (c) reducing uncertainty (ambiguity), (d) self-awareness and the differences between cultures, interaction initial and intercultural differences, (e) maximize the results of interaction. Relativity language, in this case each culture has its own language, the majority of individual interaction with each other have different languages will experience initial difficulties when communicating directly in the midst of a different environment. This is due to differences in the interaction through the use of the most dominant language visible at the start interacting and causing interactions effective intercultural communication becomes not happen.

Language is a cultural mirror, the greater the cultural differences, the greater the difference in communication interactions that occur in both verbal and nonverbal language. Difficulties in interacting cultural differences can affect the understanding of communication errors and faults use of the phrase, misunderstanding and misperception.

The greater the cultural differences, the greater the uncertainty (ambiguity), also increasingly besr uncertainty makes a person more difficult to predict and explain the behavior of others. This is due to the greater uncertainty takes more time and effort to reduce uncertainty and to interact more meaningful communication.

In the opinion of Chaney (2004) explains that communication can be meaningful or effective, the

individual or the individual persons who are involved in the interaction and communication must be able to provide empathy and intends to reduce uncertainty in the communication interaction. When one individual or a person who berkomunikasimampu and want to continue the communication, then he should try to enter toward a point of understanding in order to measure in sutau stage can be effective communication. However, if it is not then of course will stop communication interactions (divergence) or the communication is ineffective.

Initial interactions and differences between cultures would greatly affect the individual or someone to relate to other people or other people of different cultures or individuals, or someone will end the relationship.

This is because the greater the cultural differences that exist, then the individual or the person can avoid the tendency to judge others in haste by someone votes, therefore it needs to be flexible to fix our opinions or votes against the others.

In the communication from the interaction between cultures, a person or people always try to maximize interaction results, because it will interact with other people or other individuals that they expect a positive impact, intercultural communication difficult because once a person to avoid the communications interaction, would prefer to talk and communicate with friends who exhibit similarities with the character of the person, instead it will narrow the insights and perceptions of other people who have cultural differences.

In addition to the principles of intercultural communication, as well as the obstacles intercultural communication. Factors that membantuk attitude or behavior of a person, but not considered by Channey and Martin (2004), namely: (a) perception, (b) the norm, (c) streotip, (d) business philosophy, (e) rules, (f) network, (g) the value, and (h) the group of branches. Perception is an experience of objects, relations, events obtained by concluding information and interpret the message. Perception gives meaning to stimulation sensory (Rachmat, 2007).

The concept of the norm is often interpreted in two different things, the norm is defined as typical or behavior that always arise. Experts sociologist mentioned norms such as statistical norm or norms because they represent what is seen is actually conducted by an individual or person. While the norm is defined as culture (cultural norm) is often called the ideal norm, in this case the norms related to

rules or standards of conduct expected by everyone in a particular situation or generally applicable, for example, writing about "No littering", the ban would be an ideal situation expected by everyone.

Streotip an assessment given by the community to someone who is negative. Negative characteristics are given merely for membership to specific groups of people. Streotip could arise due to experience little or no experience at all were later used to assess a group as keeluruhan (Liliweri, 2003). Streotip is harmless as long as we keep in our heads or as insight alone, but becomes dangerous when activated in human relations, because it can inhibit steotip when communicating (Chaney, 2004).

Philosophical business is images shared by a group of people or individuals on how to do business. It is certainly different between one culture with another culture, such as the business philosophy embraced by Europeans are not too complicated because of the ideology of liberalism, namely its business objectives to benefit as much and as quickly as possible.

Rule is something shape the rules that govern behavior in social life to organize and clarify things that are blurred in these norms (Chaney and Martin, 2004). The network is a form with personal or individual linkage involving exchange relationships. This network is a basis of friendship and subgroup (Chaney and Martin, 2004).

Value is a belief that is based on a code of conduct in society, values, people determine something that may or may not be done (Liliweri, 2003). In the case of this value indicates how we should live now and the next, but it is also the experience of living in the past. Values are an essential element in the culture.

Culture subculture is a group of people who have the characteristic traits that separate and distinguish them with others in a large gathering or makrokultur. (Chaney and Martin, 2004).

Interaction, communication between cultures that are easier to see because of physical form by Chaney and Martin (2004) consists of: (a) physical, the barriers that come from oreintasi about timing, environment, personal needs, and physical media more, (b) culture, the barriers come from differences in ethnicity, religion, beliefs, and social, (c) differences in perception that lead to differences in thought and interpretation, (d) motivation or drag caused receives and sends a message, (e) experience, in this case differences in life experience to create the perception and different concepts in viewing the phenomena or events something, (f) the emotion or constraints associated with emotions or personal feelings of the communicant or other individuals who heard, (g) the language difference tau verbal message, (h) non verbal communication interactions that

obstacle is not the form of words, and (i) competition or barriers that arise if the message recipients are doing other activities while listening.

To nine this barrier also becomes a very important and must be considered in anticipation of the interaction of intercultural communication is ineffective so that communication between cultures can achieve the desired goal, so that the interaction of intercultural communication students from the tribe of Papua who studies at the State University of Malang can adapt to non-Papuan tribal students, especially students of Javanese run effectively and to complete studies on time. Effective word refers to the results (output) and benefits (benefits) resulting from an activity (Daryanto, 2010). Interaction means that the activity of a conversation between a person with another person or a person with more ari one person, or group.

While communication refers to activities that aim to convey thoughts or feelings or individual to other people or other individuals. So that an interaction of communication can be said to be effective if the delivery of mind or feelings or individual to other people or other individuals can be assessed to fruition (output) in the form of understanding the message so that people who are involved in communication activities can take advantage (benefit) of achieving objectives desired by the people involved in the communication interaction.

The Effectiveness of Intercultural Communication Interaction

The effectiveness of communication interaction based on meaning the same relative placement between the communicator (the sender) to the communicant (recipient of the message) is not misunderstanding between them (Gudkyun and Kim, 1997). If communication takes place between individuals or people with different backgrounds, the sender (communicators) and receiver (communicant) message to deal with the message (messages) exchanged influenced by the culture of each, so that communication interactions between they can run effectively if each individual or people involved in the interaction of successful communication emphasizes the smallest possible misunderstandings caused by the cultural differences.

Then Rogers and Koncaid (in Leliweri, 2002) the results of the analysis of the effectiveness of intercultural communication interaction assess the effectiveness of communication that are successfully effective if their mutual understanding (communication to

understand each other). Meaning mutual understanding is a state where one can predict how others gives meaning to a message that was delivered and encodes bali message that has been received by the communicant. Need to understand that mutual understanding was not the same as the statement of consent, but only said the two sides equally memahmai meanings and messages were exchanged.

Dodd (in Leliweri, 2002) gives a clearer picture of the interaction of communications antarbudya relating to aspects of the effectiveness of the interaction of intercultural communication, namely: (a) the axiom of intercultural communication effectively means that the concept is always present in prikehidupan man that any person who communicates intercultural mengiginkan results effective, (b) cognitive and personal variables to describe effective intercultural communication. Cognitive variables individual or individuals, consisting of perliaku that beroreintasi at work. People who fall into this group saw or stressed more work-oriented communication interactions.

Based on the theory of motivation Dodd recommended the need to build social relationships through verbal and non verbal expressions are friendly, polite, and liked by others.

The Concept of Informal Education inIntercultural Communication Interaction Papuan Students

Informal education is education in the family that took place since the child was born. In families who understand the importance of family education, then he would consciously educate their children in order to form a good personality. Informal education is not at all organized structurally, there are no penjenjangan chronologically, does not recognize the existence of a diploma, a lifelong learning, and more a result of individual experience independently and education is not happening in the field of teaching and learning interactions artificial (Aini, Wirdatul. 2006).

According to Coombs (1999) Informal education is education obtained by a man from the everyday experience consciously or unconsciously, since one's birth until death. Examples of informal education: religion, morality, ethics, manners, morals, and socializing.

Alo Liliweri (2003: 137) explains that "... every culture must have basic values which are those of life and belief systems in which all followers oriented. The basic values that make his followers see themselves in, and regulate how they come out. The basic value that is the philosophy of life that drove its members as to where he should go .. "

Lontara'na, Pattoriolongda and Pangaderreng (in Rafiuddin, 2003: 7), Rafiuddin asserts: "... It is a pity when the values of our culture are so high to be lost, by our own, simply because of a lack of concern for the community to learn and understand properly fit what our ancestors bequeathed ... ". So that our next generation will lose the identity and the identity asinglah which would put it in our generation.

Under the law of education explained that informal education. Education is the path the family and the environment in the form of self-directed learning activities. Suprojanto (2007) provides an example that occurred in the family of informal education, through the mass media, religious events, performing arts, entertainment, campaigns, participation in organizations, and others.

According to Josephine Macalister Brew (in Sudiapermana, 2013) informal education contains elements memahai cultural background and think about the meaning of life, able to engage with themselves, other people and ideas, and foster an environment where people know and learn, must educate themselves, think positive, and able to connect with other people as well as flexible.

Informal education is education that takes place naturally without being able we realize happens in the environment daily and informal education that takes place in the family and society. According to Mr. Syaripudin (http://seputarpendidikan003.blogspot.com/2013-/06/pembahasan-pendidikan-informal.html) informal education can generate the knowledge, values, customs, norms, attitudes, habits, and skills inherited a particular community. He also added bahwasannya education in the family aims to make children become personally committed and ready, immoral, and a member of the public good.

The informal education process occurs when parents teach something to their children such as teaching manners to speak, eat, walk, clothes, and others - others. "The fruit will not fall far from the tree" when we associate with the adage that, as well as characters in a single child had not much to the character of his parents. Because these children will make their parents as an example and role model for him. The characters are in the form of the child came from the vision of the thing else in the vicinity.

Actually, informal education that stresses the process is far more meaningful than the formal or non-formal education. Results of informal education can also be used as a study material in both the formal and still within the scope of formal education. Because of it is

society that we can know the customs and mutual assistance.

Indicators of informal education in this discussion related to the process of interaction outside the classroom, namely: communication interactions group activities outside the classroom, interaction communication in the neighborhood, the communication interaction outside the classroom. Thus we can conclude that informal education is important. Because not only on campus only we can learn, but in the family and society as well we can learn and be able to take the lessons learned.

Origin of the name Papua officially used since 2001 since the issuance of Law No. 21 of 2001 on Special Autonomy for Papua to replace the name of Irian Jaya province that has been used since 1973. The next development, in 2003 the Government of the Republic of Indonesia Papua province split into 2 (two) provinces of Papua and West Papua Province. Papua term refers to all ethnic groups living in the territory of Papua earth includes the province of Papua and West Papua.

Koentjaraningrat (in Giay, 1996) classifies the Papuan people based on geography, namely (1) The Papuan population living on the coast and Downstream. The group has mengandakan contact with the outside world (modern) more than 100 years ago and are already Christians and Roman Catholics, they have got a formal education; (2) Population countryside, where small groups who live along the rivers and forests of the jungle. These communities are often moved around the place to stay and the amount is not large; (3) Residents central mountain consisting of several tribes living in the valleys, in the central mountains consisting of mountains Mooke (Utami, 2014)

According Koentjaraningrat (in Utami, 2014) culture in Papua showed a diverse pattern is referred to as the diversity of traditional Papuan society. In the anthropological literature, Papua known as a society of ethnic groups and tribes of diverse cultures. Differences of culture found in Papua community can be seen manifested in language, communication systems, economic life, religious, expressions of art, political structure and struktus social and kinship system each of these communities as manifested in their lives everyday (Utami , 2014).

Although the culture of the people of Papua vary, but there are common traits and fundamental that show similarity in the core or the cultural values of the people of Papua. According to Held (in Suparlan, 1994) culture of ethnic Papua is loose, this is caused by the characteristics of people of Papua in general improvisator culture, it means taking over elements of culture and integrating it with its own culture without any thought for integrating it with elements that have been in the culture as a whole. Then Baal (in Suparlan, 1994)

explains that the main characteristic of Papuan culture is the absence of a strong integration of their cultures. The characteristics of this culture because culture oran Papua low levels of technology and are faced with the harsh environment, which can easily take over a meneima and other cultural elements are more advanced or more appropriate.

According Suparlan, 1994 describes the Papuan culture is also formed on the interaction between the people of Papua and the outside community. In the initial contact interactions that make an impact in the lives of the people of Papua with the result of the amendment-change their culture is a contact interaction with traders who are looking for Bird of Paradise and replace it with a cloth Timor and beads, the propagator of Christianity and Catholic, which convert them through formal education with Malay as introduction. Interaction with outside cultures of ethnic Papuans have allowed more open than before.

CONCLUSION

First, Intercultural communication is communication interactions between tribes, ethnic, racial, and between social classes. Therefore, communication and cultural interaction are two concepts that can not be separated. Attention on communication and the custom variation lies in the pace and the way people communicate both individual and social groups. Limelight communication studies and culture also covers how to explore the meaning, patterns of meaning and actions and how those patterns, articulated in social groups that involve human interaction.

Second, informal education is education obtained by a man from the everyday experience consciously or unconsciously, since one's birth until death, eg religion, morality, ethics, manners, morals, and socializing. Informal education indicators in this study related to the process of interaction outside the classroom, namely: communication interactions group activities outside the classroom, interaction communication in the neighborhood, the communication interaction outside the classroom. Thus we can conclude that informal education is important. Because not only school course we can learn, but in the family and society as well we can learn and be able to take the lessons learned.

Third, informal education-related indicators in the process of interaction outside the classroom, namely: communication interactions group activities outside the classroom, interaction communication in the neighborhood, the communication interaction

outside the classroom. Thus we can conclude that informal education is important. Because not only on campus only we can learn, but in the family and society as well we can learn and be able to take the lessons learned.

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LEARNERS' BELIEFS ABOUT PRE-ENGLISH FOR SPECIFIC PURPOSES COURSE

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ABSTRACT

In Indonesia, English is a bilingual education subject to the interconnected world and globalization. As university learners have different beliefs about learning English as foreign language, it is a crucial issue then to understand and analyze English language learners beliefs about learning English in order to intensify learners' expertise. This study was developed to investigate what will be the proportions of pre ESP (English for Specific Purposes) course learners' beliefs about learning English in the program they are attending. As there is a phenomenon of more-than-targeted-time repeaters who keep on failing to pass the program, it is another interesting problem to focus on. Taking seventy learners given questionnaires and three learners interviewed, this mixed-method study was conducted at the Pusat Pelatihan Bahasa Asing (language center) of Duta Wacana Christian University Yogyakarta. The findings present that 50% of them believe that their special ability they own will support their learning. For 41% of them, learning English is about learning English grammar, vocabulary and pronunciation; while 57% of the learners believe that English grammar and vocabulary put them in difficulties. Fortunately, 57% of them believe that the teaching method applied in pre-ESP course will help them overcome their learning difficulties. During the learning process, as much as 44% of the learners believe that cognitive strategy is good for their learning strategy and nearly 69% of them believe that circumlocution strategy is the best way to apply when communicating in class. Lastly, 65% of the learners believe that their internal motivations support them more in learning than the instrumental ones do. Quantitatively, the t-test analysis shows that the five aspects of learners' beliefs do not contribute in learners' final scores formation. It is instead their number of attendance (sig=0) which contributes around 24% in the final scores formation (R^2=24.2%). Yet, there are nearly 76% of variables that challenge other researchers to figure out what variables play bigger roles in forming learners' final scores.

Keywords: pre-ESP course, learners' beliefs on language learning

As a response to the global economic changes and the increasing importance of the English language as an international lingua franca, English language becomes an important means of communication among human resources at this matter (Yook, 2010: 3). To prepare their future professionalism, cross-cultural understanding, and global communication, students are empowered to enhance their English mastery (Renandya & Jacobs, 1998: 265). In regards to the students' preparation to be ready-for-communicating-in-English man-powers, Duta Wacana Christian University (UKDW) manages to set the graduates' English proficiency - as its goal to have graduates being competent in English language as global communication. Besides, National Standard of education No. 19/2005 article 9 paragraph (2), tertiary level of education should include English as the core subject taught at university or college. Therefore, in early 2000s, Introduction to College English (ICE) program was founded. It is a matriculation program preparing those new students not having adequate competency in English.

Becoming the preparation class for ESP and moreover having mentioned in the policy of UKDW as a prerequisite program for new learners not having passed the minimum requirement, ICE classes is crucial. Blanton (1991: 1) proposes about an (English as a Second Language) ESL matriculation program. She states that this program facilitates students' ESL transition from high-school-leveled English to a more advanced and specific English in college level. The heterogenic English language ability that the new students have needs to be equalized so that they can develop their English skills proficiencies. UKDW believes that their having ICE programs can help students improve their English for preparing their ESP later on. However, some phenomenon appears in ICE classes. One of the problems is the learners' length of finishing their ICE classes. Another obvious problem is the fact that learners repeat the same level several times.

Horwitz (1988) states that learners' satisfaction with the course, their confidence in the teacher, and their achievement may be affected if their learners have preconceived ideas, negative feelings or unrealistic expectations about how foreign languages are learned. Büyükyazi (2010) states that learners' beliefs influence their consciousness, attitude towards learning, learning strategies, and policies. Prior research about ESL students and Beliefs About Language Learning Inventory (BALLI) showed that there are specific features about students' beliefs for ESL learners. It comes to a result that learners' beliefs plays an

important role in learners' acquisition ability as more studies have found that the learners who have positive and realistic beliefs about learning English reached higher proficiency in English compare to those did not have (Rad, 2010).

The objective of this study is to investigate what beliefs the learners have towards English language learning in ICE program they are doing. Hoping that this investigation would find out the learners' beliefs on (1) foreign language aptitude, (2) the difficulties of learning English in ICE classes, (3) the nature of learning English, (4) learning and communication strategies in ICE classes, and (5) motivations in learning English in ICE classes. This study is done in attempt to figure out why some learners tend to be unsuccessful in doing this pre-ESP course.

METHOD

This program is dedicated for freshmen preparation to have English for Specific Purposes (ESP) in their faculty later on. Based on the placement test held in the enrollment test, students are categorized into two. Those who can pass the minimum requirement may take the ESP in their faculties, while those whose scores are lower than the minimum requirement should improve their English in ICE program for three semesters in three levels. The non-credited ICE program has three levels; ICE 1, ICE 2, and ICE 3. After finishing level ICE 3, they are allowed to take the credited ESP in their faculties.

The sample of of this study is 70 participants out of 700 of ICE learners total number. Most of the participants of this study are aged around late adolescence (22-25 years old) – adolescence are those who are aged 12-19 (Bastable and Dart, 2007). As young adult learning is problem-centered learning, they are able to perceive the relevancy in acquiring new beliefs or changing the old ones for them to be willing and eager to learn. Therefore, young adult learners often want to know the benefit they will derive from their efforts at learning (Bastable and Dart, 2007: 27). Yet, because young adults have established ideas, values, and attitudes, they also tend to be more resistant to change. Young adults are motivated to learn about the possible possibilities of various lifestyle choices (Vander Zanden et. Al., 2007). The issues might influence ICE learners' beliefs about learning English in this program.

The reasearcher used mixed-method analysis to guide the data collection and analysis. The data collection included questionnaire distribution and interviews. The questionnaire were brought out using a modified version of a questionnaire entitled Beliefs About Language Learning Inventory (BALLI). The 37-statemented questionnaire was then modified into an Indonesian version to avoid problems that might occur when the EFL participants are completing the survey in English. As the original survey categories, this study uses the five different categories used by Horwitz: foreign language aptitude, difficulty of language learning, nature of language learning, learning and communication strategies, and motivations.

Table 1 Grouping of the Statements in the Questionnaire

Statements	Areas of Beliefs
It is easier for children than adults to learn English.	Beliefs about Foreign Language Aptitude
Some people have a special ability for learning English.	
Indonesian are good at learning English.	
I have a special ability to master English.	
Everyone can learn English.	
People who speak more than one language are very intelligent.	
It is easier for someone who already speaks a foreign language to learn another one.	
Female learners are better in learning English than the males	
People who are good at mathematics or science are good at learning English	
I do not master enough vocabulary items	Beliefs about the Difficulty of Learning English in ICE Program
Considering grammar makes me difficult to speak in English	
Pronouncing English words is difficult	
Having English lesson in ICE does not equip the student with enough English to survive in conversations	
I can learn English faster if I have a partner to practice after ICE classes	
The current method applied in ICE classes support me to practice speaking in English	
Grammar is crucial to learn in ICE classes	Beliefs about Nature of Learning English
The best place to learn foreign language is in the native countries	
The most crucial part to learn English is mastering vocabulary items	
The most important part in learning English is grammar mastery	
The most supporting part in learning English is learning native-like pronunciation	
Learning speaking in English is different from learning writing in English	

Communicative learning is important to improve English speaking ability	Beliefs about Learning and Communication Strategies in ICE Program
The using of body language, mimic, or imitating voice need to be applied to elaborate the speaker's intention	
Memorizing is a good strategy to learn English	
Learners are allowed to switch into Bahasa Indonesia while speaking in English	
Learners are allowed to describe something they found it difficult to convey	
If I found difficult words, I am allowed to ask the proffesors or friends.	
The oral activities in ICE classessupport my learning speaking English	
I often use fillers like 'eehhmm...' or 'what is it...' when talking in english	
In talking in English, learners are supposed to know the dictions and the pronunciation	
Indonesian students need to learn English	Beliefs about Motivations in Learning English in ICE Program
I want to learn English language so that I could make international friends	
If I learned English well, I could get good jobs	
I intend to learn English for myself	
I join ICE class because it is a prerequisite for taking an English class in my faculty	
I attend ICE class for fulfilling 75% attendance	
I join ICE class for preparing myself to have an English class in my faculty in the next semesters	

The questionnarires were distributed to 70 participants. The participants gave their responses to each statement in the questionnaire by circling one of the five options which have different values: SD (strongly disbelieve) which is valued 5, D (disbelieve) which is valued 4, N (neutral/somewhat believe) which is valued 3, B (believe) which is valued 2, and SB (strongly believe) which is valued 1 based on Likert's scale. While for some negations, the five options have the opposite values; SD (strongly disbelieve) which is valued 1, D (disbelieve) which is valued 2, N (neutral/somewhat believe) which is valued 3, B (believe) which is valued 4, and SB (strongly believe) which is valued 5. Besides handing out questionnaire to obtain the data, the researcher also conducted an interview to focus on learning the nature of beliefs about learning English at the program

and learning how these beliefs affect the learning process. The result of the interview were used for conforming and supporting the findings from the questionnaire.

RESULTS AND DISCUSSION

Divided into quantitaive and qualitative findings as well as unexpected sight, the following is the result of the ananysis.

Quantitative findings: Conducting a frequency test, the researcher found the following result. The table below is reporting the major answers of the participants.

Table 2 Learners' Beliefs about Learning English in ICE Program

Beliefs	Aspects	Interpretation	%
Beliefs about Foreign Language Aptitude	Gender	Neutral	57%
Beliefs about the difficulties of learning English in ICE program	Confusion with grammar	Believe	62%
Beliefs about the nature of learning English	The role of vocabulary	Believe	41%
Beliefs about the learning and communication strategies in ICE program	Circum-locution	Believe	67%
Beliefs about motivations in learning English in ICE program	Internal motivation	Believe	65%

It was concluded that most of the participants believe that gender does not play important role in their success in learning English in ICE program. At the same time, most of the participants believe that grammar becomes their most challenging obstacle in learning English in class. Most of them also believe that vocabulary is the core of understanding the English lesson. Dealing with their communication strategies in class, most of them believe that describing words that are difficult to convey (circumlocution) is one of successful way to speak English in class. Speaking about motivations, most of the learners believe that their internal motivations support them to learn in ICE progam. They believe that Indonesian students need to learn English, they want to have many international friends, and they intend to learn English for their improvement.

Qualitative findings:

The results of the interview are used for confirming and supporting the findings from the questionnaire. As many as 40 ICE learners are netral about female learners' being better in learning English compared to the male learners. Some of them say that female learners are more diligent in learning most of the time while the

males are busy with unnecessary fun activities. It is also supported by the interview's anwers saying *"I'm neutral (rather believe)"* and *"Girls are more diligent than boys. They stay more at home and study. While we boys are having fun business all the time.".* ICE learners' beliefs that female learners are better in a certain way is supported by Ellis' (2008) claimed that female learners are believed to have greater opportunity to succeed in learning a foreign language as they have more positive attitudes to language learning than males.

The next finding shows that 40 learners found grammar the most difficult factors to deal with in learning English in ICE program, as they conveyed in the following excerpts*"I got confused about the structure of the sentences; what comes after 'he' and 'they', for example. The next words would determine the meaning. If I misplace those words then it will change the meaning.", "English grammar is the most important to learn as we cannot communicate in English if we don't know the grammar.",* and *"I understand none of them (vocabulary and grammar items)."* Learners would stumble upon another challenge, which is confusion with grammar, as soon as they have to express their ideas. As Berent (1985) also considered, that grammatical difficulty in relation to production and comprehension is regarded crucial in acquiring a second language.In spite of their having difficulties in the aspects of grammar, vocabulary as well as pronunciation, ICE learners surprisingly experienced teaching methods that they considered as a way out of the difficulties they faced. As the following excerpts show, learners perform good attitude towards teaching methods applied in ICE classes.*"Your giving us glossary is helpful, miss. The explanations about English grammar are clear, as well as your teaching us how to pronounce words correctly.",* and *"I found the activities like games, races, group works, role plays, and presentation such great helps, miss.".*

The beliefs about the cultural knowledge of the target language and the difference between learning speaking and writing are not as high as the beliefs about the role of grammar, vocabulary, and pronunciation. Approximately 28 learners believe about it and it is supported by the excerpt saying that *"For us learning English is a matter of mastering vocabulary, grammar, and pronunciation. That's all.".*

Essentially 29 ICE learners believe that cognitive learning becomes a good strategy which is gained through practice communicating and memorizing a lot. The following interview excerpt supports the

finding, *"We would love to practice speaking more. Just teach us how to speak, we would memorize it, and we perform our speaking in front of the class. Speaking more would give us more experience and we would remember more."* and *"We sometimes describe what we would like to say as we try to use gestures.* The learners believe that practice speaking like doing a circomlocution way gives them good opportunity to improve their English as they could remember more by doing speaking activities.

Considering motivations in learning English in ICE program, the learners believe that they learn English in ICE program based on the two motivations: internal and instrumental motivation. Essentially 46 respondents believe that their learning English in ICE program is triggered by internal motivation as the excerpts said, *"Learning English in ICE program makes us feel confident in speaking to international friends."* and *"Learning English in ICE program improves my English.".* The excerpts are in line with Winke (2005) stating that second or foreign language learning motivated by internal motivation is done to fulfil personal reasons related to personal goals.

Unexpected Insight:

Having a hypothesis that the ICE learners have negative beliefs about learning English in ICE program, this researcher found an importance of finding any factors that might support their failure in getting good final scores, as it turned out learners' beliefs about learning English in ICE program surprisingly does not seem to contribute to their failure of passing the levels. To support the analysis on learners' beliefs about learning English in ICE, researcher applied test of significance. It is considered that it is not only perception which supports beliefs but also evidences.

Variables	Coef-ficient	t count	Signi-ficance	Infor-mation
Constant	5.764	0.291	0.772	-
Beliefs about foreign language aptitude	0.217	0.108	0.914	No impact on final score
Beliefs about difficulties of learning English in ICE program	2.761	1.329	0.189	
Beliefs about the nature of learning English	2.372	1.595	0.116	
Beliefs about the learning and communication strategies in ICE program	0.199	2.036	0.098	
Beliefs about motivations in learning English in ICE program	2.014	1.104	0.274	
Learners absence	2.025	3.712	0.000	With impact on final score

The significance test table above found that the learners' beliefs variables value more than five percent which indicate that there is no significance of the five beliefs and learners' final scores. Meanwhile, the significance test values zero percent significance which strongly signifies that there is significance of learners' absence and learner's final score. It is reflected clearly that this finding correspond to the fact that when a learner misses a progress review, he will not have a maximum score. At the same time, during his being absent, he might have missed the progress review preparation activities which would make his readiness for the progress review low. The climax is if a learner misses more than six time absences, he would lose as much as twenty-five percent of his final score.

CONCLUSION

It was somewhat not as what the researcher hypothesised that ICE learners looked down upon the non-creditted English program they were taking and it impacted their final scores. In fact, most of them have positive beliefs upon ICE program. It was not their beliefs that failed them to get good grades, instead, it was their attendance in coming to the ICE classes. Based on the statistical analysis, it was found that the five aspects of beliefs proposed by Horwitz (1987) do not give any impacts on ICE learners' final scores. It was then discovered that learners' numbers of attendance do affect learners' final scores as the significance value (t count) is zero percent. However, the coefficient of determination (R-squared) of this analysis which was 24.2% showed that the six variables tested only contributed little to ICE learners' finals scores formation. There are other 76% variables that form ICE learners' final scores.

As Horwitz's BALLI does not give enough impacts on learners' final scores, the researcher suggests more thorough researches should be conducted on beliefs about learning English in ICE program in Duta Wacana Christian University. The researcher are then hoped to be able to discover the 76% of variables forming learners' final scores in ICE program. The upcoming results of the further researches, furthermore, could be used as a program evaluation so that ICE program in Duta Wacana Christian University is empowering learners' affordance since it is important to consider how to provide sufficient affordances to empower learners' beliefs to self-regulate learning action. Teaching practice, learning tasks, and group cohesion, among others, may function as classroom affordances,

boosting or reconstructing the participants' beliefs (Peng, 2011).

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BOOSTING TEACHER ORGANIZATIONAL COMMITMENT IN THE REMOTE ELEMENTARY SCHOOLS OF MERAUKE DISTRICT, PAPUA

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ABSTRACT

Teacher organizational commitment is one of the basic concept unfolding the relationship between an employee and an organization. As the success of an organization may depend on how its employees get committed to, this present study was aimed at designing strategic policies to boost teacher working commitment in the remote elementary schools of Merauke district, Papua, Indonesia. This present study employed a qualitative research approach using a case study research design due to that: (a) our personal competence of securing the informants' real name and office that may cause any harm to their carrier and personality, (b) our focus is on the effort of creating strategic policies to address teachers working commitment in the remote elementary schools of Merauke district, Papua; and (c) we can utilize data of teachers working commitment from the vary of data resources, namely: local community members, educational practitioners (teachers, lecturers, school principals, school supervisors), experts, and local government. A purposive sampling technique was used to obtained 31 informants drawn from amongst local community members, educational practitioners (teachers, lecturers, school principals, and school supervisors), and local authorities. Profound interview to the local community members, educational practitioners (teachers, lecturers, school principals, and school supervisors), and local authorities was the main tool of the study to collect data. Data were analyzed qualitatively using the help of Focus Group Discussion (FGD). Results of data analysis revealed three major strategic policies of boosting teachers working commitment in the remote elementary schools of Merauke district, namely: (a) strengthening teachers' moral responsibility, (b) improving teachers' working conditions, and (c) improving government policy of teachers' assignment and of principals' appointment. These findings might be imperative for the institution of teacher training and education to design curriculum to address the special need of having teachers which are morally and mentally qualified.These findings might be also worthwhile for the local government to make an effort of creating more enjoyable working conditions and of creting regulations that will practically guide the way of recruiting and of selecting the school principals.

Keywords:teachers' working commitment, school principal, elementary schools, remote area, Merauke district

Teaching profession is a great responsibility than a mere job and, therefore, those who are willing to enter the teaching profession have to set and to fit themselves with the such required responsibilities. Teacher organizational commitment is one of the basic concept unfolding the relationship between a teacher and his or her school. Teacher attendance reflects teachers commitment of how to get student success. Werang & Pure (2015) reported that one in three remote elementary school teachers of Merauke district were not at school at the time of visit.

There are vary of studies have been conducted on teachers organizational commitment (e.g. Kadyschuk, 1997; Bogler & Somech, 2004; Crosswell, 2006; Dee, et. al., 2006; William, 2011; Devos & Tuytens, 2013; Garipaĝaoĝiu, 2013; Hamid, et al., 2013; Ayale, 2014; Mousa & Alas, 2016). Lack of study on teachers working commitment in Merauke district makes this present study robbust. Since Uncen, Unipa, Smeru, BPS, Unicef's (2012) study revealed a positive correlation between

teachers attendance and student academic achievement, getting teachers to attend the school my help remote elementary schools of Merauke district achieve the improvement in students academic achievement, especialy in reading, writing, and arithmatics.

As the success of schools may depend on how teachers get committed to, this present study was aimed at designing strategic policies to boost teacher working commitment in the remote elementary schools of Merauke district, Papua, Indonesia. Profound inteview to 72 informants drawn from amongst local community members, practitioners (teachers, lecturers, school principals, school supervisors), experts, and local government was the main tool of data collection. To design strategic policies in boosting teachers working commitment in the elementary schools of Merauke district, we employed qualitative data analysis using *Focus Group Discussion* (FGD), which we briefly explain below.

Organizational commitment has attracted considerable interest in an attempt to understand and clarify the intensity and stability of employees'

dedication to an organization (Lumley, 2010). Hall, et al. (1970) defined organizational commitment as the process by which the goals of the organization and those of the individual become increasingly integrated and congruent. Meanwhile Porter, et al. (1977) viewed organizational commitment in terms of the strength of an individual's identification with and involvement in a particular organization. Whereas Mowday, et al. (1982) defined organizational commitment as the relative strength of an individual's identification with and involvement in a particular orgnaization. Similarly, Allen & Meyer (1990) regarded organizational commitment as a psychological connection that individuals have with their organization, characterized by strong identification with the organization and a desire to contribute to the accomplishment of organizational goals. Based on these opininions, organizational commitment can be defined as an employee's willingness to involve in and to be the part of a particular organization which is seen as his or her investment over time.

Organizational commitment is a multi-dimensional construct (Meyer, et. al. 1993). Meyer & Allen (1991) conceived of organizational commitment as reflecting three core themes, that are affective, continuance, and normative. Each of these components has ramifications for the organization with respect to employee absenteeism and retention. First, affective commitment. According to Meyer, et al. (1993), affective commitment is employee's emotional attachment to, identification with and involvement in the organization. Affective commitment identifies employees who stay with the organization because they want to. To the Meyer & Allen's (1997) opinion, Wolowska (2014) wrote as follows,

In the model discussed, the main process which leads to the development of affective commitment is an individual's personal satisfaction which has its source in satisfying personal needs, meeting expectations as well as achieving individual goals through the mediation of the organization. This experiencing of particular satisfaction may be also connected with the sense of support received, the sense of organizational justice as well with the feeling of workplace meaningfulness and own contribution to the organization functioning. Therefore, work environment which supports its employees, treats them well and positively appraises their results, contributes to their stronger feeling of self-esteem (p. 131).

Second, continuance commitment. Muray, et al. (as cited in Ismail, 2012) regarded

continuance commitment as the counterpart of affective commitment. "Continuance commitment is the idea that individuals do not leave a company for fear of losing their benefits, taking a pay cut, and not being able to find another job" (Ismail, 2012). While Buitendach & de Witte (2005 as cited in Werang & Pure, 2015) referred to as the cost that the employee links with leaving the organization or on a perceived lack of alternative employment opportunities. To the Meyer & Allen's (1997) opinion, Marmaya, et al. (2011) wrote as follows:

Continuance commitment develops out of the perceived cost (benefit against loss) and requires that the employee be aware of these benefits or losses. Therefore, different workers who accounter identical situation may experience different level of continuance commitment (pp. 185-186).

Third, normative commitment. Meyer & Allen (1997) defined normative commitment as a feeling of obligation to continue employement, while Marsh & Mannari (1997) viewed normative commitment as the commitment employees consider morally right to stay in a particular organization, regardless of how much status enhancement or satisfaction the organization gives him or her over the years. Whereas Wolowska (2014: 130) regarded normative component as "the sense of moral study to stay in the organization. Employees with high level of normative commitment feel that they ought to do so" (p. 130). To the Meyer & Allen's (1997) opinion, Wolowska (2014) wrote as follows:

Normative organizational commitment develops on previous socialization experience (pressure from the family and culture) as well as on the influence the individual is subject to as a newly-employed person in the organization during the socialization process. Socialization experience, both from an individual's early childhood period and the one acquired in the place of work, include a lot of various information connected with the relevance of particular attitudes and behavior. Complex conditioning and modeling processes teach individuals and provide them with knowledge on what is valuable, what their family, culture or organization expect from them. In the case of normative commitment the belief that it is proper to be loyal towards one organization becomes internalized (p.131).

Teachers organizational commitment is of crucial for organizational effectiveness (Dee, et al., 2006) and, therefore, it is important to identify the determinant factors of teachers' commitment to the school. Vary of studies have been conducted to examine what factors determine teachers' organizational commitment. Some scholars argued that teachers' organizational commitment is mainly affected by principal leadership (e.g. Hoy, et al., 1990; Koh, et al., 1995; Nguni, et al., 2006). Littrel

& Billingsley (1994) and Singh & Billingsley (1998) indicated that supportive leadership, which is related to the leaders' role in fostering and setting a collective school vision and clear goals, motivating and helping teachers, stimulating teachers' professional learning, is likely to have a positive effect on teachers' organizational commitment. Rosenholtz (1989) and Louis (1998) suggested that teachers are more committed to the school when principals offer feedback, encouragement, and acknowledgement. While Ebmeier (2003) and Somech (2005) indicated that supervisory leadership, which is characterized by monitoring and supervising teacher, is closely related to teachers' organizational commitment.

Other scholars argued that teachers' organizational commitment is affected by teachers' individual characteristics, such as age and gender. Many studies (e.g. Sheldon, 1971; Hrebiniak & Alluto, 1972; Steers, 1977; Stevens et al., 1978; Angle & Perry, 1981; Morris & Sherman, 1981, Mathieu & Zajac, 1990) claimed that age is positively related to commitment level. For example, Mathieu & Zajac (1990, p. 177) sugested that older workers become more attitudinally committed to an organization for a variety of reasons, including greater satisfaction with their jobs, having recieved better positions, and having 'coginitively justified' their remaining in an organization. Other studies (e.g. Mathieu & Zajac, 1990; Bar-Hayim & Bermann, 1992; Cohen, 1992) asserted that gender differences may influence organizational commitment. Mathieu & Zajac (1990, p. 177) found that women tended to be more organizationally committed than men, whereas Cohen (1992) found that among blue collars workers, females were more committed to the organization, while among white collar professionals, male were more committed.

METHOD

This study dealt with the question of what are the strategies that could improve teacher organizational commitment in the elementary schools of Merauke district, Papaua, Indonesia? Since this study is concerned with the effort of boosting teachers organizational commitment, the proper study design to handle the issue was a qualitative design using a case-study method. We employed a qualitative research approach using a case study research design due to that: (a) our personal competence of securing the informants' real name and office that may cause any harm to their carrier and personality, (b) our focus is on the contemporary phenomenon only, that is teachers absenteeism in the remote

elementary schools of southern Papua, Indonesia; and (c) we can utilize data of teachers absenteeism from the vary of data resources, namely: teachers, school principals, and local community members.

Merauke district comprised of 20 sub-districts with the total population of 213,484. There are 203 elementary schools with the total number of teachers are 1300.

Data were collected in April 2016 up to October 2016 due to limited research personnel. Profound interview to the teachers, elementary school principals, and local community members of respective schools was the main tool of the study to collect data. A purposive sampling technique was used to obtain 31 informants drawn from amongst local community members (LCM = 12 informants), teachers (T = 10 informants), school principals (SP = 5 informants), school supervisors (SS = 2 informants), and local authorities (LA = 2 informants) of 7 remote elementary schools of Merauke district. Participants were given a code based on the date of collecting data.

To validate data, we employed member chek by conducting focus group discussion with the involvement of the informants representative. We conducted data analysis qualitatively using Ishikawa's *fishbone analysis* (WBI Evaluation Group, 2007) due to that: (a) fishbone analysis permit a thoughtful analysis that avoids overlooking any possible root causes for a need; (b) the fishbone technique is easy to implement and creates an easy-to-understand visual representation of the causes, categories of the causes and the need; and (c) by using fishbone analysis, we are able to focus our attention to all possible causes or factors influencing teachers absenteeism in the remote elementary schools of southern Papua, Indonesia.

RESULTS AND DISCUSSION

Factors found to be responsible for teachers absenteeism in the remote elementary schools of southern Papua are follows:
a. Teachers' perception of the alternative strategies of boosting teachers organizational commitment: a) Building a well-equiped school housing for teachers; b) Breaking the remoteness by providing public transportation; c) The appointment of school principal should not be based of the political interest of local authorities; d) Spoused teachers should not be assigned in the different working areas which are far apart; e) School principal's appointment should be based on the competency he or she has; f) Provide ICT and electricity facilities for teachers to upgrade knowledge and skills of teaching; g) Improving local community ties; h) Improving parental involvement in child(ren) education; i) Improving parental awareness on the importance of chid(ren) education.

b. Local Community's perception of the alternative strategies of boosting teachers organizational commitment: a) Delaying payment of wage; b) Dismissal; c) Building a healthy and well-equiped school housing for teachers; d) Breaking the remoteness by providing public transportation; e) Teachers' recruitmeant should be based first on the passion and moral disposition; f) Teachers' candidate should be well educated and trained; g) Regular monitoring.

c. Principals' perception of the alternative strategies of boosting teachers organizational commitment: a) Regular monitoring; b) Building a healthy and well-equiped school housing for teachers; c) Spoused teachers should not be assigned in the different working areas which are far apart; d) Provide IT and electricity facilities for teachers to upgrade knowledge and skills of teaching; e) School supervisors' perception of the alternative strategies of boosting teachers organizational commitment; f) Provide sufficient funds for regular monitoring; g) Spoused teachers should not be assigned in the different working areas which are far apart; h) Building a healthy and well-equiped school housing for teachers.

d. Authorities' perception of the alternative strategies of boosting teachers organizational commitment: a) Delaying payment of wage; b) Dismissal.

As stated above, we conducted data analysis qualitatively. We started data analysis with an effort of reducing data which are not relevant to the topic. To display data we employed Ishikawa's fishbone analysis. In order that data were categorized well under the Ishikawa's causes and effects diagram, we grouped the data into three main categories as follows. *First*, alternative strategies related to the teachers' demographic characteristics which comprised of (a) teachers candidate recruitment, (b) teachers' recruitment, and (c) teachers' ongoing formation. *Second*, strategies related to the teachers' working conditions which comprised of: (a) breaking the remoteness by providing transportation and ICT facilities, (b) provide adequate school physical facilities, (c) empowering school principal's roles and capabilities as agent of change for school and community alike, (d) improving parents' awareness on the importance of education for child(ren)'s future life and on the importance of their involvement in the school's life. *Third*, strategies related to the educational policy maker which comprised of (a) raising fund for regular monitoring, (b) strengthening management at the Office of Education, (c)

creating standards for school principal's recruitment and appointment, (d) assingning spouses teachers in the same working area, (e) delaying payment of wage for teachers who are not teaching regularly, and (f) dismissal. The results of data analysis are displayed in Figure 3.
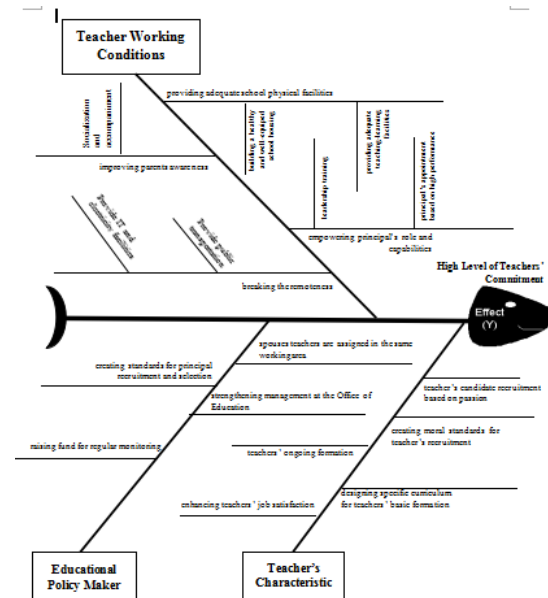
CONCLUSION AND IMPLICATIONS

Our study's findings indicate that teachers commitment to the work of teaching in the remote elementary schools of Merauke district, Papua, is predicted by three main strategies as follow: a) Strategies related to teachers chraracteristics: teachers candidate recruitment based on passion, designing specific curriculum for teacher basic formation, creating standards for teacher recruitment, and enhancing teacher job satisfaction; b) Strategies related to teacher's working conditions: breaking the remoteness, improving parental awareness on the importance of education, providing school physical facilities, and empowering principal's role and capabilities; c) Strategies related to educational policy maker: strengthening management at the Office of Education, raising sufficient fund for regular monitoring, creating standards for principal recruitment and selection, and assigning spouses teachers in the same working area.

Practical implications of our findings is that, if the government want to increase teachers attendance and, in turn, improve the quality of graduates in all level of education, then all designed strategies should be seriourly implemented. Since the present study reveal something new that was not found in previous study, findings of this study may theoretically add the existing literature on the strategies of boosting teacher organizational commitment.

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DEVELOPING SUPPLEMENTARY TEACHING SPEAKING MATERIALS FOR STUDENTS IN ISLAMIC BOARDING SCHOOL BASED COMMUNICATIVE LANGUAGE TEACHING

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ABSTRACT

Speaking is one of the most important and demanded skills that need to be mastered by the students. English teaching and learning process in the senior high school of Darussalam Islamic boarding school were unsuccessful yet in achieving its objective in preparing the students who has good ability and capable of communicating actively through spoken language. Almost of second-year students of Darussalam Islamic boarding school of Kepahiang, Bengkulu, Indonesia, encountered many problems in speaking activity. The main problem was there were not appropriate teaching English speaking materials that give big portion and opportunity for the students to speak actively and freely in order to support the process of teaching and learning English speaking. Concerning these problems, a set of supplementary teaching English speaking materials for the students based Communicative Language Teaching needed to be developed. In this research, the researcher used Research & Development as research design and employed the procedures: conducting need assessment, developing supplementary materials, conducting expert validation, revising the materials, trying out the materials, and revising the materials. The researcher collected the data by using questionnaires, interview, analyzing the syllabus, and a note field. The final product of this study consists of seven units: expression of love, expression of sad and attention, expression of patient and embarrassment, expression of attitude and annoyance, telling and discussing about narrative story, telling and discussing about funny story, and expressing and responding to critical opinion as well as completed with attractive cover, preface, and table of contents, book mapping, colorful pictures and photos within each chapters, good and coherence illustration.

Keywords:supplementary teaching english speaking materials, islamic boarding school, communicative language teaching

Darussalam Islamic boarding school of Kepahiang is an educational institution where the students stay and live together with dormitory system. In order to support their learning activities, the students were also taught English as the medium to explore English proficiency in learning activities within the classroom and communicate each other. Each student was trained to speak English in their daily communication. Unfortunately, most of the second year students in religious senior high school at Darussalam Islamic boarding school of Kepahiang did not perform English either in their teaching and learning activities in classroom or communication with their friends both inside and outside the classroom. It happens because of their speaking ability is low which is influenced by their problems during teaching and learning process in the classroom. Those problems such as teaching materials that fossilized the students' activeness and freedom in speaking by burdening them with grammatical patterns, English teaching during learning process seems monotone where the teacher teaches the students with traditional, lack of English vocabularies, lack of practice, and fear of making mistakes. But, the main problem was there were not appropriate teaching English speaking materials that give big portion and opportunity for the students to speak actively and freely in order to support teaching and learning the process of English speaking.

From the facts above, since speaking is demanded skill in this globalization era (Ur, 2000), the researcher is interested in solving those problems and improving the speaking ability of second-year students in religious senior high school at Darussalam Islamic boarding school of Kepahiang through developing teaching English speaking materials based Communicative Language Teaching approach.

Islamic Boarding School is an educational institution with Islamic teaching materials of Islamic classical books and scientific knowledge such as mastery of English speaking and apply it as well as guidance in daily lives by emphasizing the importance of morality in social life (Depag, 2005: 4).

Communicative approach in language teaching starts from a theory of language as mean of communication (Littlewood, 2002). Therefore, the goal of English language teaching is to develop communicative competence. In other words, learning activities in communicative language

teaching should attempt to replicate real communication. In this research, the researcher drew a figure of communication continuum in communicative language teaching activity based on Harmer (1998).

Non-Communicative activities	Communicative activities
No communicative desire	A desire to communicate
No communicative purpose	A communicative purpose
Form not content	Content not form
One language item only	Variety of language
Teacher intervention	No teacher intervention
Materials control	Materials control

The emphasis in Communicative Language Teaching on the processes of communication rather than mastery language forms leads to different roles for learners from those found in more traditional second language classrooms (Patel, 2013). Students are expected to interact primarily with each other rather than with the teacher, and correction of errors may be absent or infrequent. The cooperative (rather than individualistic) approach to learning stressed in CLT may likewise be unfamiliar to learners (Brown and Yule, 1999). In addition, student who has good background knowledge, for example, their past learning experience will more interest to join the lesson (Harmer, 1998).

During learning process, generally, teacher is being motivator, assessor, facilitator, and corrector during students' discussion or speaking in front of the class (Abebe: 2012). Breen and Candlin in Richard and Rodger (1999: 77) also described that the teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. Especially in the more creative types of activity, unnecessary intervention on the teacher's part may prevent the students from becoming genuinely involved in the activity and thus hinder the development of their communicative skill (Littlewood, 2002). In addition, the teacher also should make their lesson interesting so the students do not fall asleep during learning English (Harmer, 1998).

To comprehend communicative model of teaching in detail, the researcher will give the figure of how the model of teaching was supposed to be conducted. This figure was adapted from Patel (2013) with little modification.

Gambar

Figure 2.1 Communicative Model of Teaching

The design indicates that the instructor should set a process for his learners who should be requested to speak as good as possible with all available sources. If the instructor seems that his learners are not in a relaxed place to speak or communicate due to deficiency of language assistance, then he must provide the necessary language items for effective interaction, both lexical and structural and the instructor can offer drills, if being need. This is the pedagogical and methodological structure in which communicative language teaching must be performed.

Variety of instructional materials has been provided to support communicative approach in language learning. Unlike previous researcher approach to learning, researcher considers the communicative approach of teaching materials as a way to influence the quality of classroom interaction and language use. Therefore, developing teaching speaking materials based on Communicative Language Teaching approach is one of the crucial things in order to make the students in Islamic boarding school can communicate actively since speaking is the most demanded skill to be mastered in this globalization era (Kurniawati, 2011). Learning activities with materials based Communicative Language Teaching focuses on real oral communication with variety of language and activities without too focus on form of grammatical patterns if distinguished with non-communicative activities during learning process of English.

The objectives of this research is to develop supplementary teaching speaking materials based on Communicative Language Teaching in order to overcome students' problems in practicing their English speaking ability of second year students in religious senior high school at Darussalam Islamic boarding school of Kepahiang Academic Year 2015/2016.

METHOD

The research was conducted by using research and development design. Therefore, this research employs set of activities to develop and validate speaking materials (Latief, 2012). In this research, the researcher took development procedure model based on Borg (1981) and was adapted based on the necessity of the research which is started from: 1) obtaining information, 2) Selecting and sequencing the materials, 3) developing the materials, 4) expert validation, 5) Revising based on expert verification, 6) evaluation that consists of try-out, evaluation, revision, and

validation based on feedback during teaching and learning process, 7) finishing that consists of developing final product of speaking materials.

In this research, the developed materials were in the form of supplementary materials that focus on speaking activities. In accordance with the students' needs from the result of need analysis, the material were developed by using Communicative Language Teaching approach to help the students communicate and practice English freely without too burdened with grammatical patterns. One unit of the developed speaking materials consists of reading passage, authentic language, practicing, and reflection which is in the form of reinforcement.

RESULT AND DISCUSSION
Result

The result of need assessment discussing about the data that collected from questionnaires, interview, and syllabus. In this research, the questionnaires covered nine points of analysis and the results of students' responses on questionnaires are as follows (Tabel 1).

Interview with the Teacher

In this research, the researcher determined some points of interview that are going to be asked. When the researcher asked about students' interest in learning English, the teacher stated that almost of the students like leaning English speaking. The teacher stated that the students realize that English is very important to be mastered, especially when they are going to have good academic level and great job in the future. However, the teacher said the availability of English teaching and learning materials is as existence. The lack of teaching and learning materials, especially for speaking, became a horrible specter because it could not cover students' needs, especially to cover their big enthusiastic in learning English, especially for speaking.

Therefore, when the researcher told him that the researcher is going to develop appropriate supplementary English speaking materials, the teacher was agree, enthusiastic, and happy. He hopes that the materials that are going to be developed can cover students' needs on English speaking materials and motivate them to be more interested in learning English, especially in English speaking skill as well as can overcome and solve students' problems in learning English speaking. The teacher told that the materials that are appropriate for English speaking are the materials that represent the actual life, cover their daily communications-

Tabel 1: Results of students' responses on questionnaires

No	Points of Analysis	Response	Total	%
1	Students' interest in English	Very interest	10 Students	30, 30%
		Interest	18 Students	54, 54%
		Less interest	4 Students	12, 12%
		Not interest	1 Student	3, 03%
2	Students' opinion on learning English	Very difficult	1 Student	3, 03%
		Difficult	18 Students	54, 54%
		Less difficult	7 Students	21, 21%
		Not difficult	7 Students	21, 21%
3	Students' opinion on English skill	Listening	8 Students	24, 24%
		Speaking	11 Students	33, 33%
		Reading	7 Students	21, 21%
		Writing	7 Students	21, 21%
4	Students' opinion on speaking	Very important	13 Students	39, 39%
		Important	19 Students	57, 57%
		Les important	1 Student	3, 03%
		Not important	0 Student	0%
5	Students' interest in speaking	Very interest	17 Students	51, 51%
		Interest	10 Students	30, 30%
		Less interest	5 Students	15, 15%
		Not interest	1 Student	3, 03%
6	Students' interest in speaking activity	Role play	14 Students	42, 42%
		Practicing dialog	11 Students	33, 33%
		Question-answer	0 Student	0%
		Memorizing dialog	8 Students	24, 24%
7	Students' opinion on the need for speaking materials	Really needed	13 Students	39, 39%
		Needed	17 Students	51, 51%
		Less needed	2 Students	6, 06%
		Not needed	1 Student	3, 03%
8	Students' opinion on the illustration	Really needed	7 Students	21, 21%
		Needed	16 Students	48, 48%
		Less needed	9 Students	27, 27%
		Not needed	1 Student	3, 03%
9	Students' preference on the illustration	Colorful Pictures	23 Students	69, 69%
		Black & white pictures	1 Student	3, 03%
			9 Students	27, 27%
		Colorful photo	0 Student	0%
		Black & white photo		

and activities as well as can lead them to practice English speaking, easy comprehended, and should be in line with the syllabus.

The teacher suggested that English speaking activities that are appropriate for the students can be in the form of practicing dialogues, role-play, direct oral question-answer, monolog, speaking in group and pairs, retelling story, retelling story with sequenced pictures, interview form after reading passage in order to see students' capabilities in comprehending the text and express it with spoken language, as well as a reflection about what that had been learned by the students that is in the form of spoken language.

Result of Developed Materials

The draft of supplementary materials development is focused on speaking activity. It was

developed based on Communicative Language Teaching approach and arranged well based on the standard competence and basic competence of the syllabus in senior high school at Darussalam Islamic boarding school. These supplementary materials included seven chapters and the objective of the topic was stated at the beginning. The topic were chosen under the consideration that related to the students' need and interest and aimed to enrich students' experiences in order to support their daily activities. Those seven chapters are narrative text, expressing love, expresing sad and attention, expressing patient and embarrassment, spoof text, expressing attitude and annoyance, and hortatory exposition text.

The Result of Expert Validation

For the first expert, on the evaluation of the content, the expert said that the text of narrative in the first unit is too long. Long reading text will confuse the students in comprehending the meaning and the purpose of the text. For the second, third, and fourth unit, the expert did not suggest anything. He claimed that the materials are very good and appropriate with the students' need.

For the evaluation on language, the expert said that the first until the fourth unit as well as the sixth unit are good. Therefore, he said that there is no suggestion because of the language usage within those materials is easy comprehended by the students as well as the sentences and grammatical order. However, the expert suggested the researcher to be careful on the fifth and seventh unit because of the words and sentences were invalid constructed, mistyping, regular and irregular verb, etc. Generally, the expert said that the language is appropriate with students' needs and level, already communicative and understandable.

For the evaluation on characteristic of Islamic boarding school, the expert suggested the researcher to be more specific on Islamic story or text that containing religious, life values, or educative and informative such as the text in third, and seventh unit.

For the second expert, on the aspect of teaching strategy, generally, the expert was very interested in. Teaching strategy was systematic and could motivate the students to be more active in speaking activities. However, in paragraph formation, the expert suggested the researcher to not using justify form in formatting the paragraph. Therefore, the researcher reformed it with left form as suggested by the expert. The expert also suggested the researcher to write the instruction within the developed materials with one space

only and be consistent of the title in the footer where the researcher wrote "*Let's Speak for Senior High School of Islamic Boarding School*" which is actually should be in the form of "*Let's Speak English*" as the researcher stated in the preface part.

In addition, the expert also suggested the researcher to not teaching the students with the materials that expressing anger due to the students of Islamic boarding school that should be taught with educative materials that represents the characteristic of Islamic values. Therefore, the researcher modified this material with educative values that represent Islamic characteristic by teaching about patient without losing the main content of how to calming someone down from anger in order to let the students know that Islam forbids Muslims to get angry with others through uneducated utterances.

For the aspect of instructional teaching materials, generally, the expert was very interested in. However, the expert suggested the researcher to make sure that all of the pictures or photos within these developed materials are good forms that represent the characteristic of students of Islamic boarding school such as wearing veil and clothes that covering the genitals of women as well as for the men to wear the clothes those are suitable with Islamic values.

For the last aspect that validated by the second expert, the aspect of communicative principles, the expert said that these developed materials were very communicative by giving the students a lot of opportunities to practice their speaking ability without burdened with memorizing a lot of formulas of grammar, because the researcher give them authentic language as the guidelines for speaking. When the students did a mistake in speaking, these developed give a space for the teacher who teaches the students later to revise the mistake through a way of communicative principle that called recast (Wu, 2008). The expert suggested the researcher to add more activities that will motivate the students to be more active in speaking activities.

Revision of the Product

After having validation from the experts, the researcher revised the product based on the correction and suggestion from the expert. All of the materials that had been revised would be validated for the second time to the experts in order to make these developed materials more comprehended and eligible. Then, the materials are improved well and ready to be tried out.

Result of Try-Out

Based on the try-out process, the data were gathered by using questionnaires for the students which are focus on five points that represent

students' opinion about the developed English speaking materials. Those five points are about the attractiveness on the materials, level of difficulties, steps of activities, usefulness of the materials in supporting speaking practice, and aspect of practicality. The results of try-out are as follows:

No	Indicators	Response	Total of Respondent	%
1	Attractiveness on the materials	Very Good	15 students	45, 45%
		Good	14 students	42, 42%
		Fair	4 students	12, 12%
		Poor	0 student	0%
2	Level of difficulties	Very Difficult	0 student	0%
		Difficult	0 student	0%
		Less Difficult	6 students	18, 18%
		Not Difficult	27 student	81, 81%
3	Steps of activities	Very Good	12 students	36, 36%
		Good	15 students	45, 45%
		Fair	6 students	18, 18%
		Poor	0 student	0%
4	Usefulness of the material in supporting speaking practice	Very Good	20 students	60, 60%
		Good	13 students	39, 39%
		Fair	0 student	0%
		Poor	0 student	0%
5	Aspect of practicality	Very Good	25 students	75, 75%
		Good	8 students	24 24%
		Fair	0 student	0%
		Poor	0 student	0%

Revision from Try-Out

After having try-out and collecting the data from the questionnaires, the researcher revised the lack and weaknesses of the developed materials. Those lacks or weakness from this product are such as difficult of vocabularies from idiom, mistyping, misspelling, and length of the text or sentences..

Discussion
Discussion on Need Assessment

From the data of questionnaires, the researcher concluded that the students are very interest with English subject, especially English speaking. They are very enthusiast with the developed materials for English speaking. In order to make them more interest with the developed materials, the researcher developed attractive and eligible English speaking materials based on their needs and appropriateness with their age and level.

On interview process, the researcher got some opinion and suggestion from the English teacher about the appropriate materials for English speaking. The teacher suggested the researcher to develop attractive materials, showing the actual life, understandable materials and showing the characteristic of Islamic boarding school, the materials with activities that could elicit students' interest and motivation.

The last point of data collection, the researcher surveyed the syllabus that is being used by senior high school of Darussalam Islamic boarding school. The researcher found that the syllabus which is being used is syllabus with curriculum of 2006. The researcher tried to discuss with the teacher and curriculum advisor board about the curriculum which is being used since the government is about to use new curriculum of 2013. The researcher offered to use curriculum of 2013 as a basic in developing the materials, but the teacher and curriculum advisor board of Darussalam Islamic boarding school claimed that curriculum of 2013 will be implemented fully on 2015 since there is no valid referential books yet for teaching and learning process that exist recently. Therefore, they suggested the researcher to use the curriculum of 2006 as basic in developing the materials since the developed materials used Communicative Language Teaching approach that is in line with curriculum of 2006 or curriculum of 2013.

Discussion of the Draft

In this research, in order to make these materials more attractiveve and interesting, the researcher completed these materials with colorful pictures and photoes, good lay out in order to make the materials easy understanding and make the students knowing well about what the materials are. In addition, these supplementary materials were also completed with attractive cover, preface, and table of contents, book mapping, good and coherence illustration. The researcher arranged each chapter based on Communicative Language Teaching approach which is also completed with standard competence and basic competence of speaking for second grade students of senior high school at Darussalam Islamic boarding school of Kepahiang where the objective of the study was shown in the beginning in every chapter.

Discussion on Expert Validation

The first expert said that the content of the developed materials was appropriate with students' need on speaking materials. The content was attractive and could motivate the students to be more active in speaking activities. On contrary with the main book, these developed materials gave big space and opportunity for the students to practice more with appropriate contents and materials.

The language that is used in these developed materials also communicative and understandable the students could understand the materials well and it could encourage the students to practice their speaking better than before. The language is also appropriate with their level and age.

In addition, Islamic values within the contents those represent the characteristic of Islamic

boarding school are also being shown clearly and perfectly where every reading passage in the first part of the developed materials was Islamic stories or educative and informative story.

The second expert said the teaching strategy within the developed materials was appropriate with students' need, where there are big opportunities for the student to express their idea through spoken language. The teaching strategy in delivering the materials was students' centered, the teacher just monitoring, facilitating, and explaining the materials which are understandable yet by the student.

In these developed materials, the instructional media was very attractive and interest. Through good instructional media within these developed materials, the students were not bored anymore like what they did in previous materials of the main book.

The expert also said that the developed materials are appropriate with the principles or the concept of Communicative Language Teaching. The materials have various topics that could encourage students' activeness and communicate well toward their friends without too being burdened with grammatical pattern such as in recent years.

Discussion on Try-Out

During the process of try-out, the researcher saw that the effectiveness of the developed materials is very good. The students could understand every topic within every unit very well and it could be seen from students' activities and responses during teaching and learning process in the classroom. They also became more confident to express their abilities in speaking activities without feeling afraid of making mistakes during speaking, because the teacher will revise their mistakes directly without blaming the students. The students also very active during teaching and learning process in trying out the developed material, they support each other in order to be better in speaking ability. The students are also very interest with the developed materials due to the developed materials were very attractive with logically good order and colorful pictures or photos in every unit. In addition, the students said that the developed materials were very appropriate with their need, age and level. Therefore, through these developed materials, the students can decrease their problems in speaking activities and highly motivated to improve their abilities to be better than before.

Final Product

In this research, the final product of the developed teaching English speaking materials is completely with suggested and revision after being validated by the experts. The materials were completely developed with seven units. These supplementary materials were completed with attractive cover, preface, and table of contents, book mapping, colorful pictures and photos within each chapters, good and coherence illustration and the draft of final product is as follow:

No	Chapter	Topic	Activities	Competence
1	Long Time Ago…	Telling and discussing about narrative story	-Let's get ready -Let's find it out -Let's discuss -Learning community -Let's practice -Reflection	- Perform meaning in text by using a range of simple monologue spoken language accurately, fluently and acceptable in the form of telling and discussing about narrative story - Respond meaning in text by using a range of simple monologue spoken language accurately, fluently and acceptable in the form of telling and discussing about narrative story
2	Mom …I love you…	Expressing love	-Let's get ready -Let's find it out -Let's discuss -Learning community -Let's practice -Reflection	- Respond to speech acts properly in expressing feelings of love - Perform various speech acts in interpersonal/transactional of oral discourse in expressing feelings of love
3	Why are you so sad?	Expressing sadness and attention	-Let's get ready -Let's find it out -Let's discuss -Learning community -Let's practice -Reflection	- Respond to speech acts properly in expressing feelings of sadness & attention - Perform various speech acts in interpersonal/transactional of oral discourse in expressing feelings of sadness & attention
4	Be Patient, Please …	Expressing patient and embarrassment	-Let's get ready -Let's find it out -Let's discuss -Learning community -Let's practice -Reflection	- Respond to speech acts properly in expressing feelings of patient and embarrassment - Perform various speech acts in interpersonal/transactional of oral discourse in expressing feelings patient and embarrassment
5	Ohh… It made me shriek with laughter	Telling and discussing about funny story	-Let's get ready -Let's find it out -Let's discuss -Learning community	- Perform the meaning in text by using a range of simple monologue spoken language accurately, fluently and acceptable in the form of telling and discussing about funny story

			-Let's practice -Reflection	- Respond the meaning in text by using a range of simple monologue spoken language accurately, fluently and acceptable in the form of telling and discussing about funny story
6	It's really annoying me	Expressing attitude and annoyance	-Let's get ready -Let's find it out -Let's discuss -Learning community -Let's practice -Reflection	- Respond to speech acts properly in expressing feelings of attitude and annoyance - Perform various speech acts in interpersonal/transactional of oral discourse in expressing feelings of attitude and annoyance
7	In my point of view…	Expressing and responding about critical opinion	-Let's get ready -Let's find it out -Let's discuss -Learning community -Let's practice -Reflection	- Perform the meaning in text by using a range of simple monologue spoken language accurately, fluently and acceptable in the form of expressing and responding critical opinion - Respond the meaning in text by using a range of simple monologue spoken language accurately, fluently and acceptable in the form of expressing and responding critical opinion

CONCLUSION

The developed materials are supplementary materials that supplements and cover the lack of main book of English subject which are focused on speaking skill for second year students of senior high school at Darussalam Islamic boarding school based on Communicative Language Teaching and in line with the syllabus of senior high school at Darussalam Islamic boarding school of Kepahiang. These developed materials could help the teacher in teaching English speaking that were rarely exists on the main book and help the students to solve their problems in English speaking by providing more opportunities in practicing their English speaking without too burdening the students with memorizing grammatical patterns. The strength of these developed materials is the materials that could cover the lack or the weakness of the main book that used by the teacher which is could not cover students' need of English speaking materials. The developed materials are completed with interesting and appropriate learning activities of English speaking that can let them communicate actively during teaching and learning process as well as can be applied in real life

communication. The weakness of these developed materials is the materials that developed only for the second year students.

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TEACHER EDUCATION SYSTEM ACCORDING TO
KI HAJAR DEWANTARA'S OPINION

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ABSTRACT

Teacher's position and role in an effort to improve the quality of national education and learning are very important and strategic. Ki Hadjar Dewantara (KHD) suggests that the ideal teacher in Indonesia is a teacher who understands the concept of TRIKON (Kontinyu, Konvergen, Konsentris) theory and is able to implement it in their duty as an educator and a teacher. More than that, according to KHD, teacher should also be able to portray himself as Lifelong Learner (Pebelajar Seumur Hidup) who always wants to learn and able to perform learning activities throughout his life. The goal is that the teacher, either individually or in group (teamwork), can improve learning quality, materials, strategy, media, method, and evaluation in order to achieve educational objectives. This proceeding article examines the TRIKON theory, Lifelong Learner (Pebelajar Seumur Hidup) Concept, and other key education concepts by KHD as a main part of Bangunan Keilmuan Pendidikan Tamansiswa initiated by KHD. Building Knowledge of Tamansiswa's Education built on KHD's three main pillars of education, which are culture, education, and government that can be used as consideration in developing the teacher education system in Indonesia.

Keywords: dewantara, trikon, teacher education, lifelong learner, building knowledge

As the Father Founder of Tamansiswa, Ki Hadjar Dewantara (KHD) said in his speech at Tamansiswa opening ceremony on July 3rd, 1922: "This colonial state will remain *if we fight only with political movement*. Therefore, we should *not only focus on fight it from the outside*, but also prioritize *to inculcate a sense of independence* among our people through *teaching and national education*". Teaching and education are *the means of spreading a sense of independence among our people* (Dewantara, 1977: 21). Based on KHD's statement, *Majelis Luhur Persatuan Tamansiswa* set the basis of Tamansiswa's efforts in the *Peraturan Besar Tamansiswa* that "Tamansiswa is a cultural and community development struggle group, so Tamansiswa sets itself as a struggle organization". The Tamansiswa is also known as a pro-Republic struggle group, not only as a common school system. In this case, Wiryosentono (1982:6) who is the *Pinisepuh Tamansiswa*, stated that: "TAMANSISWA, which found on July 3, 1992 and named *"National Onderwijs Instituut Taman Siswo"*, is commonly known as teaching educational institution. Essentially, Tamansiswa is an Indonesian pro-Republic struggle group which together with other national movement (*POLEKSOSBUD*), fights for the country's freedom and glory, to achieve a free, orderly, peaceful, fair, and prosperous society through education. It is stated in section I, chapter 1, article 2 of its *Peraturan Dasar (Anggaran Dasar)*, which stated that "Tamansiswa is a cultural and community development struggle group which uses education in its broadest sense as a means" Wiryosentono. 1996)

Tamansiswa's dedication and efforts to Indonesian during the colonial rule (1922-1945) always aligned with people movement and inseparable from the Indonesian struggle for independence. By "choosing the path of education, Tamansiswa together with all Indonesian movements fight for the country's freedom and make Tamansiswa as a place to grow and prepare the freedom fighters against the colonialism and as the independence defenders, enforcers and developer" (Wiryosentono, 1982:6).

This article will briefly discuss the application of KHD's main ideas in building the teacher education system in Indonesia, especially the key concepts within *Bangunan Keilmuan Pendidikan Tamansiswa*. The Tamansiswa's education concepts from KHD turn out to still align with the concepts of modern education. Some of them have been applied to the education system in developed countries such as the concept of boarding school, which is applied and developed in *Santiniketan* education system in India and Finnish education that is humanistic and other education provided by the government. Additionally, KHD has said that education must be built on the three pillars of development namely culture, education and power/government, all of them are interrelated, mutually affect each other, interdependent, and inseparable.

DISCUSSION

The definition of Tamansiswa education in *Peraturan Besar Persatuan Tamansiswa*, Article 9 verse (1) is: "*Education is a cultural effort which is*

intended to guide the life and the improvement of the students both physically and mentally, so that their personality as well as the neighborhood will get the progress physically and mentally". After comparing with the main content of the Act of Republic Indonesia number 20 year 2003 on the National Education System, there are some similarities to the definition of Tamansiswa education: 1. The term "cultural effort" in the Act of Republic Indonesia number 20 year 2003 on the National Education System Chapter II, article 4, verse (3) are: "Education as a cultural process and learners empowerment process…" and in the school education system is embodied in the subject development (a set of means to sharpen the sense of *Daya Cipta* and *Rasa*) and skill (a set of means to sharpen the sense of *karsa/karya*) 2. The term "to guide the life and the improvement both physically and mentally" in the Act of Republic Indonesia number 20 year 2003 on the National Education System Chapter III, article 4, verse (2) are: "Education is conducted as a unit …" that is complete. The accumulation of Tamansiswa education concepts can be seen in the statement "The full education implementation as a unity of *Cipta*, *Rasa*, and *Karsa*", or implied in the definition of Tamansiswa education, especially in the statement about "… *intended to guide the life and the improvement of the students, so that their personality as well as the neighborhood will get the progress physically and mentally*". 3. The term "*so that their personality as well as the neighborhood will get the progress physically and mentally*", therefore KHD defined the *Ajar* and *Dasar* Theory, and in the National Curriculum is reflected in the Competency Standard and the Basic Competency for the development of *Cipta* (Cognitive), *Rasa* (Affective), and *Karsa* (Psychomotor) elements.

The results of the comparison between the Tamansiswa education objectives and National Education objectives above are indicating that the Tamansiswa education concepts are still harmonious and in line with Indonesian National Education. Therefore, talking about teacher education system development in Indonesia, in fact, also means the need to accommodate KHD's key education concepts into the curriculum of the teacher education.

As a system, the teacher education system should incorporate the three pillars of the Indonesian basic theory of human development, which are cultural theory, educational theory, and government theory. Those three pillars are described in *BANGUNAN KEILMUAN PENDIDIKAN TAMANSISWA* by Kuswandi (2004) below.

The three pillars of *Bangunan Keilmuan Pendidikan Tamansiswa* (Building Knowledge of Tamansiswa's Education) are explained below.

Culture

Our concept of national culture is *Bhineka Tunggal Ika*, which is the essence of the Indonesian original culture from Sabang to Merauke. With that concept of culture, teacher education program in Indonesia should follow the pattern of teacher education design, development, implementation and management which could empower all potentials of the Indonesian cultures. It means that learning materials, development activity and strategy, media and learning resource development, assessment and evaluation system should be prepared based on the Indonesian original cultural wealth that is unified under *Nusantara*.

One of KHD's concepts about principal things within cultural pillar is TRIKON concept (*kontinyu, konvergen, konsentris*) (Dewantara, 1994). Briefly, the teacher education system should be based on maintaining the core and original values of Indonesian culture (*kontinyu*), but still capable of selecting, combining and integrating the culture and the core value from other countries that considered good and appropriate into the core value of Indonesian original culture (*konvergen*). Based on that, the teacher education system still prioritizes the application, implementation and development of the core value of Indonesian original culture, despite the influences and the enrichment from other countries' cultural value (*konsentris*).

In a broader sense, the key principles of TRIKON concept which applied to the teacher education system can be described as:

Kontinyu (continuous) means that all cultural aspects, from the value of tradition, custom, ethics, norms and the core value of Indonesian original culture should always be a cornerstone of the Indonesian teacher education system's development of materials, activity, media, learning source, assessment and evaluation system. The local wisdoms, which are hereditary, very positive and still maintained by the community around the teacher education institution, should become learning materials and the subject of our teacher education implementation pattern study. The future teachers should know the original tradition and culture of the community around the teacher education institution, which will also become the subject of scientific papers like article, paper, assignment and future teachers' thesis.

Nature

Asas Tamansiswa 1922, Pancasila, Pancadharma, Visi-misi Tamansiswa, Semboyan Trihayu.

GRAND THEORY
Budi Pekerti Yang Luhur

Form

THEORIES

1. Cultural Theory
1.1. Teori Trikon
1.2. Teori sari-sari dan Puncak-puncak Kebudayaan Daerah

2. Educational Theory
2.1. Teori Kodrati Manusia
2.2. Teori Kodrat Alam
2.3. Teori Dasar dan Ajar
2.4. Teori Among
2.5 Teori Tripusat Pendidikan
2.6. Teori Pend. Jiwa Merdeka
2.7. Teori Kemandirian
2.8. Teori Belajar Tuntas

3. Leadership Theory
3.1. Teori Trilogi Kepemimpinan
3.2. Teori Demokrasi/ *leiderschap*
3.3. Teori Tri Pantangan

GENERALIZATION:
PRINCIPLE/LAW
UU No. 20 Tahun 2003 tentang Sisdiknas
Konsep Dasar Tamansiswa (pendidikan, kebudayaan, kepribadian, kemasyarakatan, kebangsaan, dan ekonomi kerakyatan)

Content

CONCEPTS

Cipta, rasa, karsa, ngerti, ngrasa, nglakoni, silih asih, silih asah, silih asuh, tangguh, tanggap, tanggon, trengginas, tetep, mantep, antep, ngandel, kendel, bandel, kandel, neng, ning, nung, nang, tertib, kedisiplinan, kemerdekaan, kepemimpinan, keadilan, kebijaksanaan, kebebasan, kesederajatan, keseimbangan, keselarasan, keserasian, tri-sakti, wiraga, wirasa, wirama, dll.

Rhyme

FACTS

Aktivitas pancaindera, belajar matematika, IPA, IPS, Bahasa, dll., melakukan dolanan anak, tari-tarian, sari-swara, mendengarkan dongeng, ceritera, fabel, melakukan drama, tonil, wayang, kunjungan ke lingkungan masyarakat & nara-sumber, membuat kerajinan tangan, kegiatan meronce, menggambar, melukis, menyanyi, menyusun karya tulis dan laporan, berdiskusi, bekerja dalam kelompok, memberi kritik-saran, memimpin dan membantu, kerjabakti, dll.

REAL LIFE & SOCIAL ACTIVITY
Siswa melaksanakan kegiatan belajar di Sekolah, kehidupan dalam keluarga, podok/asrama, mengunjungi, mengamati, mengkaji dan bermain di lingkungan masyarakat, berorganisasi dalam sekolah dan masyarakat, melakukan kegiatan perayaan-perayaan, meperingati hari-hari besar nasional dan keagamaan, belajar mandiri, kelompok dan klasikal di Sekolah, dll.

Chart 1: *BANGUNAN KEILMUAN PENDIDIKAN TAMANSISWA*
(Kuswandi, D., 2014)

Thus, the implementation of science and technology in the learning material development of teacher education system will always receive feedback, evolve and based on the core value of Indonesian national culture. In other words, IPTEKS (*Ilmu Pengetahuan, Teknologi, dan Seni*) development is in line with the development of Indonesian core cultural values.

Based on the description above, there are two things that are advantageous. The first is the sustainability in the preservation of Indonesian original culture, and the second is the sustainability in the advancement and implementation of Indonesian original cultural values in the development system of teacher education system's learning activity and material.

Konvergen (aligning & combining) means that Indonesian culture will always be influenced by thought and other cultures' values, especially the positive values. Therefore, Indonesian culture should be open to receive feedbacks and additions from other countries like knowledge, attitude, skill, technology, language, custom and a good habit which eventually influence the patterns and models of future teachers' development in Indonesia. The selecting and sorting process of foreign cultures is required to enrich Indonesian original culture. In this stage, the selecting and sorting process results are combined with the Indonesian original cultural values so that it is harmonious and in line (*kovergensi*).

Konsentris (continuous state), the results of selecting and combining the cultural values in the *konvergensi* stage above should be advocated to be established, implemented, and developed in the teacher education system in Indonesia. At this stage, government will play an important role in making decisions about which original cultural values that will continuously give to the future teachers and which cultural combining results that will be the integral part of the program curriculum and educational activity development for the future teachers in Indonesia.

The point of the three main cultural concepts by KHD above is that Indonesia can achieve ideal and high-quality teacher education system concept. Basically, we do not have to be confined to the education system which the learning materials and activities only come from thought and original culture in Indonesia. We should be open-minded to gain some thoughts, materials, and educational activities from teacher education models in other countries.

Education

Ki Hadjar Dewantara introduced the *among* system ("*among* method") as the main concept in the entire implementation of *Pendidikan Tamansiswa*. The among concept is the realization of KHD's conception that put children as the main focus of Tamansiswa education, and it becomes the basis of Tamansiswa's educational theories which are fundamental like self-reliance theory named "*Opor Bebek* Theory" (Dewantara, 1977). This theory is based on the *opor bebek* dish. As we know, if we fry or cook a duck, the meat or the fat will release oil. If the meat is cooked without palm oil, it will release oil by itself. Based on that fact, "*Opor Bebek* Theory" is defined as a condition where a Tamansiswa student should be able to take care of and improve himself by leveraging the resources or the potentials in him and the environment around him. To achieve that, a Tamansiswa student should be able to portray himself as Lifelong Learners (*Pebelajar seumur hidup*), which is someone who always wants to learn and able to perform learning activities and self-learning throughout his life.

In the teacher education system, both teachers and future teachers should be able to portray themselves as Lifelong Learners who always wants to learn and able to perform learning activities and self-learning throughout their life to improve their skills in accordance with their respective duties.

As a future teacher, he should be able to explore all the materials, information and sources that can be used to conceptually and theoretically mastering the knowledge, and also the materials that will improve the attitude and skills required for the future teacher.

As a teacher, the Lifelong Learner concept should be internalized so that the teacher will continuously need, want and able to improve his competencies. The teacher can join two programs in relation to the above statement: (a) job education and training activity, and (b) custom professionalism improvement. The job education and training activity in relation to the improvement of the teacher's skills depend on the central and local government policy. The programs include increasing the teacher's capacity in terms of curriculum development, in-depth study about the subject learning materials and classroom teacher, which is the teacher's duty, improving the skill of media and learning source development including Information and Communication Technology (ICT)-based media, improving the teacher's competency in assessing and evaluating, and improving the skill to conduct the Classroom Action Research (*Penelitian Tindakan Kelas*). As improving custom professionalism, it is directly linked to position promotion, rank, skill development and career in teacher's additional duty. Among the teachers, some could be promoted as principal, school superintendent, school inspector, head of UPTD and the head of Education and Culture Department.

Government

KHD introduced three important concepts related to democratic government that support national culture and education. The three concepts are: (a) Leadership Trilogy Theory, (b) Democratic Theory and (c) Tri Pantangan Theory. KHD clearly stated that the main duty of a teacher is implementing *Ing Ngarso Sung Tulodo* (In the front as a role model for children), *Ing Madyo Mangun Karso* (Together with the children/in the middle become friend with children and able to portray himself as companion and mentor) and *Tut Wuri Handayani* (Always encourage children to independently improve and be creative).

KHD's democratic theory stated that as a leader, a teacher should be able to lead with heart and wholeheartedly by putting the organization of people, by people and for people. It means that a future teacher should be able to lead an organization or a group and implement the democratic leadership in order to create a conducive atmosphere.

The *Tri Pantangan* Theory suggested that the future teacher or teacher should respect the dignified ethics, morality and decency as well as distanced themselves from the restrictions: (a) abusing power, (b) committing amoral and (c) committing fraud and corruption.

CONCLUSION

According to KHD, teacher education system that is compatible with the Indonesia's personality, but still use international and universal reference is a system that is capable of implementing TRIKON (*kontinyu, konvergen, konsentris*) concept. Based on among system development, a future teacher portrays himself as a Lifelong Learner (*Pebelajar seumur hidup*), an independent learner (*pebelajar mandiri*) and is able to do his role as a democratic leader (leadership trilogy) and distanced himself from the restrictions (*tri pantangan*) to survive this world and hereafter.

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AUTHENTIC ASSESSMENT FOR THE EVALUATION OF PROCESS AND LEARNING OUTCOMES: A EVALUATION MODEL BY CURRICULUM 2013 IN IMPLEMENTATION OF VOCATIONAL HIGH SCHOOL EDUCATION

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ABSTRACT

Assessment and learning is an integral part in the achievement of instructional objectives. Assessment in learning plays a major role and are important in determining achievement of learning objectives have been designed. Assessment plays an important role in providing accurate feedback based on all the information that has been explored with regard to students to support learning and effective teaching. Authentic assessment emerges from authentic learning, especially if associated with the dilemma that there is a gap between learning in the classroom with the complexities in the real world, so bring an opinion about authentic learning which should focus on the association with real-world learning in the classroom. The authentic nature experience allows students to associate the concepts and theories of formal education and apply to actions in the context of the real world, in particular the implementation of vocational education more featuring the performance of students in practical activities in laboratories and workshops.

Keywords: authentic assessment, assessment of processes and learning outcomes, vocational high schools

Selection of the appropriate assessment of learning can determine the degree of effectiveness of a learning process. This is because there is a close relationship between learning objectives, learning activities, and assessment in a study so we can say both are interlocked with one another (Sutadji, 2011). Cunningham (1998:5) explains that the standards for teacher competence in educational assessment of student based acre on two assumptions: student assessment is (1) an integral part of a teacher's role, and (2) good teaching and good testing go together. The assessment process is carried out in the decision need not necessarily be based on learning outcomes, but also carried out before and during the study. As revealed by McMillan (2007:5), the decision making of the teacher can be done based on time or when the decision is made, either before, during, and end. This indicates that the assessment role in every step taken by the teacher.

Lately, the theory of learning and learning orientation has undergone a fundamental change, ranging from behaviorism to constructivism. Constructivist view of adherents of the ideology affects all components including the assessment of learning. Historically, assessments conducted more emphasis on basic knowledge and skills assessment separate from the real tasks. Scholtz (2007:43) expressed their criticism of the behaviorism views in assessing that only use the test has a distance between the knowledge acquired with the ability to apply them in the real world learning. Based on the

criticism about the implementation of the pencil and paper test, emerging view is that the assignments given should become more apparent (Gronlund & Wough, 2009:2). Based on the difference in the paradigm, the constructivist states that learning is the construction of knowledge by involving the real-world context and integrated learning. Good learning practices characterized by the students and teachers who share their knowledge (knowledge sharing).

Assessment can not be separated from teaching and learning. In addition, as stated by Sulistyo (2015) assessment has an important function in learning activities as feedback provider as the following explanation: In macro assessment function is to provide full information about the level of achievement of learning programs and components that are involved in it. The assessment helps teachers understand the interrelationship between intakes, input, process, output, and outcome in the learning system. On the micro level, if designed carefully, the assessment can serve to provide feedback on student learning outcomes and learning processes of teachers.

Identification and Implementation Issues Authentic Assessment

According to research findings in Vocational High School (Sutadji & Wedi, 2015) that the ability of vocational teachers in implementing authentic assessment, especially its assessment process and the learning outcomes are still low. Results of research Wikko (2014) showed that the ability of vocational teachers in preparing the test items and nontes still low, supported the findings Sudiyanto

(2015) in his research that the supervisory function of school principals and supervision to control the enforceability of Curriculum 2013 particularly authentic assessment in teaching in SMK is not optimal, Specifically, the issues of implementing the assessment can be identified as follows: a) Teachers still focus assessment in learning activities only on the assessment of cognitive aspects; 2) Unavailability of documents in the assessment of portfolio and project; 3) Assessment of the lab is still limited to document the performance assessment of their performance; 4) Teachers are still experiencing difficulties in understanding the concept of assessment; 5) Teachers need a better understanding of concepts, principles, and procedures for assessment of learning, especially of authentic assessment.

Authentic Assessment in Education Implementation

Objective measurement of authentic assessment must not only be directed at the cognitive domain alone. Referring to 21st century learning, authentic assessment covers various domains. Authentic assessment requires students to show (demonstrate) of what the depth of thinking, motivation, and the actions of the various cultural well with the community to respond to the environment outside their comfort. Assess the skills of learning will address the needs of students to think critically, analyze information, explore ideas, communicate ideas, collaborate, and solve problems based on an event or issue seemua the concept presented in the use of authentic assessment (DiMartino, Castaneda, Brownstein, & Miles, 2007:1). The use of authentic assessment will underpin the understanding and application of theory and content in real situations faced by students.

Mueller (2005:1) states that authentic assessment is a form of assessment that assigns students to demonstrate tasks that are real to demonstrate knowledge and skills are meaningful, whereas Rule (2006:2) describes four themes that support learning based authentic assessment. These themes are identified, namely: (a) the activity involves real-world problems (real-world problem) and can be applied in the context of the classroom, (b) the skill thinking metacognition and open-ended inquiry, (c) students use learning scientific and socially in the community, and (d) students can directly elect their learning to suit the task project used. Based on the opinion of various experts in the above it can be concluded that relate to the provision of authentic assessment

tasks that are relevant to the real world with a variety of characteristics that are authentic.

Characteristics of Authentic Assessment

Authentic assessment in contrast to conventional testing. Kohonen (1999:285) compares the characteristics of authentic assessment with conventional testing as shown in Table 1 below.

No.	Conventional testing	Authentic assessment
1	Testing and teaching are two separate activities	Assessment is an integral part of instruction
2	All students are treated equally	Each student is treated as a unique individual
3	The decision was based on a set of test scores alone	Various sources of data and information used as a decision-making
4	Emphasis on student weaknesses: what the students can do	Emphasis on excess students: what students can do
5	One exam chance	Continuous Assessment
6	Bias of cultural and socio-economic status	More equitable in terms of culture
7	Focus on one correct answer	Various possibilities from a variety of perspectives
8	Decision no improvement suggestions and useful	Information to guide the learning process
9	Encourage teachers teaching to the test only narrow	The opportunities of teachers to develop a curriculum that is meaningful
10	Focus on low-level thinking	Stressing the high level thinking
11	Restriction students to interact with each other/single performance	Opportunities to collaborate
12	Benchmarking performance among students	Benchmarking performance (long) with a standard
13	Motivation to learn is extrinsic to get scores	Intrinsic motivation to learn for learning itself

Authentic assessment is of course has its own characteristics so that it can be distinguished by the assessment were not authentic. Mueller (2005:2) states that there are three things that become characteristic of authentic assessment, namely: (a) authentic assessment is a direct measurement, (b) authentic assessment photographing the natural construction of learning, and (c) of authentic assessment provides many paths to demonstrate learning.

The term authentic in relation to the direct measurement by performing authentic assessment, a teacher can measure the ability of the learning that students with a direct and meaningful way. If

using the test, knowledge can indeed be measured, but the test in the context of conventional testing can not measure the implementation of direct knowledge. Therefore, with the use of authentic assessment, students may be asked to demonstrate accurately thing or knowledge that has been built during the learning. Moreover, students are given the opportunity to be directly involved in building knowledge. This indicates that the task is authentic (authentic tasks) are not only used as a tool or a procedure in the assessment, but the authentic task also plays a part in learning.

The above is in contrast to conventional testing that provides only a slight variation in the way the students to demonstrate their knowledge and abilities acquired. Use of the test is allowing measurement of a domain within the same treatment (standardized) to improve the consistency of such tests, but this does not give a chance to students to determine the way in demonstrating the knowledge and skills acquired. The use of authentic assessment that with proper attention to the criteria can provide an opportunity for students to freely demonstrate what they have learned.

Herrington & Herrington (2006: 147) states that authentic assessment criteria, among others, based on context, students, and a given task. In context, authentic assessment requires at least two things, there is a constancy in terms of assessing the naturally occurring and the relationships between the activities of the world outside the classroom and the learning activities in the classroom. Referring to the criterion relating to the activities of students, authentic assessment requires at least include: problem solving skills and high order thinking skills. Furthermore, the four characteristics of authentic assessment is (a) is consistent with the practice in the classroom, (b) involves various sources of students and involve many methods in the assessment, (c) support the acquisition of knowledge of students, and (d) consider the experience and local culture so that the learning of contextual , Authentic assessment presents data on recovery ability of the learner in an ethical manner.

O'Malley and Pierce (1996:4) states that the example of authentic assessment includes assessment of performance (performance), portfolio and self assessment (self-assessment). Various kinds of assessment is certainly authentic should be classified in accordance with the purpose and context of the assessment. In authentic assessment at least there are a couple of aspects that must exist in the assessment: objectives, reasons for the selection and use of many types of assessment.

Authentic assessment is diverse but which makes it authentic or not authentic by serving their duties relevant to the real conditions experienced by students. The general form of the implementation of authentic assessment can be through the assessment project, portfolio performance, self-assessment and peer assessment. In authentic assessment, there are two things you need to get noticed, the form of authentic assessment and information gathering devices authentic performance (Sulistyo 2015).
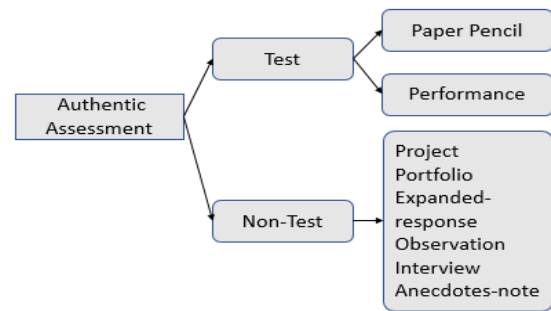
Based on the response form students, the scope of the authentic assessment procedure can be broken down as shown in the following figure.
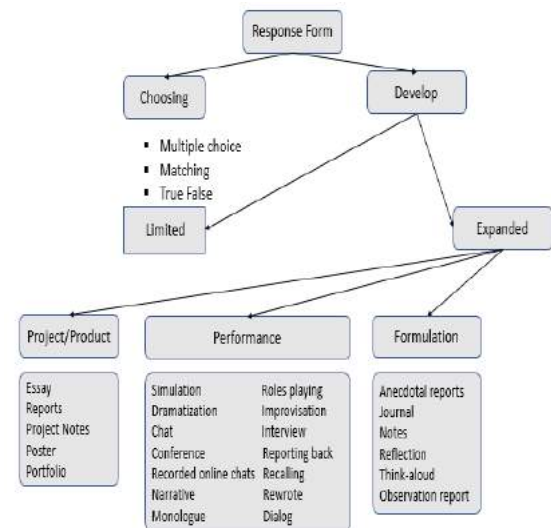
Meanwhile, the information-gathering tool in response to student performance tasks (tasks) is an integral part of authentic assessment. Once the forms of authentic assessment determined and developed, the information gathering tools (rubrics) also needs to be created as needed. The information gathering device in question can take many forms, namely scoring rubrics, checklists, observation sheets, rating scale. Additionally, in another context with a view to the collection of information can also be added to other more complex devices, such as questionnaires, opinionaire, semantic differential scale. Selection of the use of these devices need to be aligned with the goals of competence that will be collected. In the implementation of authentic

assessment so procedures are given to students, the information-gathering device immediately enabled for recording student performance.

Authentic Assessment in Curriculum 2013

Assessment must be related to the purpose of learning and in accordance with the approach taken. This leads to approaches in curriculum penilaiaan conducted in 2013 that uses a scientific approach. Reasons for the selection and use of many types of assessment serves to accommodate various domains targeted in the assessment related to the mastery of knowledge and skills of students. Authentic assessment as defined in the standard penilaiaan certainly have some kind include performance assessment, portfolio, and project that reveals the scope of the assessment of competence skills.

Regulation of the Minister of Education and Culture No. 104 of 2014 on the Standard Assessment of Education states that "Assessment authentic an assessment is carried out comprehensively to assess the start of the input (input), process, and outcomes (outputs) of learning." In accordance with this, at least there is a skill competencies that assess the performance of students to demonstrate the specific competence using various tests is performance assessment, portfolio assessment, and assessment of the project. The test requires assessment practices that lead to a specific competence to be demonstrated.

Assessment of the project is more directed to activities that in writing present the design, implementation, and reporting the results of learning tasks. Assessment of the portfolio is an assessment done by assessing the entire collection or works of students in certain fields of reflective-integrative within a certain time. The work in the portfolio can be a real student activities are concerned with the environment.

Overall as set forth in claim Curriculum 2013, the assessment instrument must meet the following three requirements. First, the substance of the assessment shall represent competencies assessed. Second, the construction of the assessment shall meet the technical requirements in accordance with the form of assessment used. Third, the use of language that is good and right and in accordance with students development. All three of these conditions must be included in the construction of the instrument was built. Construction of the instrument must be followed by implementation or execution of continuous assessment in accordance with Regulation of the Minister of Education and

Culture No. 104 of 2014 on Standards for Educational Assessment states that "authentic assessment performed by teachers on an ongoing basis."

Table 2. Curriculum Assessment System in 2013

Type of Assesement	Performers	Time
authentic assessment	Teacher	Sustainable
self-assessments	Student	Before the daily tests
project appraisal	Teacher	End of a chapter or lesson theme
Daily tests (may take the form of assignment)	Teacher	Integrated with the instructional process
Middle Deuteronomy and the Final Master	Teacher (under coordination of Education unit)	Semester
Competency Level Examination	Schools (grating of the Government)	Each level of competency that does not coincide with the National Examination
Quality Competency Level	Government (by survey) Pemerintah (dengan metode survei)	The end of each level of competence
Exam Schools (in accordance with regulations)	Exam Schools (in accordance with regulations)	Final school level
Final school levelNational Exam as Competency Level Examination at the end of the educational unit level	The government (in accordance with regulations)	Final school level

Performance Assessment

Definition of Performance Assessment

Wren (2009:2) and Oberg (2009:2) describes that the assessment of performance (performance assessment) can be defined as a means or method for assessing the knowledge, concepts and skills by requiring students to perform assigned to simulate real conditions in the application of knowledge, concepts or specific skills. Assessment of the

performance of a direct measurement that can access good indicator of cognitive, affective or psychomotor. It is intended that the implementation of the performance assessment of a teacher is able to collect data related to cognitive ability in line with social skills or attitude while doing the experiment, measurement, collaboration or presentation. Implementation of performance assessment allows teachers to collect data related mental behavior when the workmanship is not obtained with the test.

Performance assessment requires a real student activities in accordance with task performance. Task performance as a structured situation requires students to present information specific knowledge based stimulus standardized. The standard can be applied through product or process in carrying out the task. It can be concluded that the assessment of the performance is a collection of task performance.

Tasks which are intended to provide performance assessment of measurement is more direct than just do a multiple choice test. Used to assess the performance assessment of deep thinking. Therefore, the performance assessment more meaningful and deeper than traditional assessment because it can measure certain skills such as critical thinking.

Characteristics of Performance Assessment

Characteristics of performance assessment is certainly different from other forms of authentic assessment. Characteristics of performance assessment by O'Malley and Pierce (1996:4), namely: (a) involving the student response, (b) the involvement of Higher Order Thinking Skills, (c) is authentic, (d) and integrated, (e) includes the processes and products, and (f) has a depth in terms of the presentation of the data.

Measure used to describe the performance assessment, there are three stages: defining objectives, selecting activities and develop criteria. Goal setting is the first step in the engagement of the domain to be assessed. Stages initial determination emphasizes the determination of the focus of the concept or principle implemented or even problems that must be solved. The next stage is going through the stages of determining the situation execution performance. Grondlund & Wough (2009: 152) describes, among others, there are some situations determination tests conducted, among others, such as structured performance test, simulation tests, and pick-test work. Determination of the implementation situation also consider the complexity of the tasks

assigned as well as various environmental learning activities so that a step is also noteworthy.

One final stages of determining the criteria that will be used to measure the level of achievement. In order to increase the effectiveness of performance assessment, to note a few things, among others: (a) the relationship between duty assessment with what is taught, (b) dissemination of determining the criteria of assessment to students, and (c) give hope to students for assessment with respect to the performance done.

Performance assessment be authentic assessment if the following five conditions are fulfilled. The first condition, which is a significant task for teachers or students. Significance of this is closely related to the term contextual, ie students conduct meaningful context. The second criterion is the task can be designed by the students. Students could have the task of designing the direction of the teacher in order to remain in accordance with the desired learning objectives. The third criterion is the task of making students do activities put context, analyze information and draw conclusions. The fourth criterion is the task requires students to communicate clearly and fifth task of getting students to work together in solving a problem. To the five above-mentioned conditions that make assessment of performance as authentic assessment embodied in the scientific approach.

Performance assessment can be more authentic if they meet the prerequisite or authentic following criteria: (a) involving students and teachers were significantly; (B) involves a high degree of mindset in the task designed; (C) presents the sistematic stage, observe, ask, associate, try and communicate; (D) the involvement of the various activities in an integrated and comprehensive; and (e) have depth at each stage of performance is done in accordance with the actual context.

Assessment Portfolio
Definition of Portfolio Assessment

In general, the portfolio (portfolio) is a collection of some of the documents comprising the object of assessment is intended to document and assess the development process. However, not every document is a portfolio. Portfolio as a collection of samples of students' work requires the collection process is done in a certain period. Therefore, the importance of the process portfolio. Also, the portfolio should be more than a collection of exam results, journal entries, homework or other performance products; however, the portfolio process is implemented are also important.

Appropriate stages required in assessing the portfolio throughout the learning process. Stages in the assessment of the portfolio has at least five stages, namely: (a) the collection of learning outcomes, (b) reflecting on learning, (c) assessment

of data, (d) the process of maintaining data, and (e) the determination of the decision. From the notion expressed by some experts, it can be concluded that the assessment is an assessment portfolio which aims to measure the development of a specific process through a collection of various documents related to students' learning process and results in a certain period of time as part of a specific competency mastery.

Characteristics of Portfolio Assessment

According to McMillan (2009:269) assessment of the portfolio demanded, among others, the definition of clear goals, collecting the student outcomes in a systematic way, involving self-reflection and assessment of the student, there is clear documentation in knowing the progress of specific products produced by the students, and clear criteria and disseminated to students.

In general, there is a great misconception that the portfolio is limited only requires students to collect duties. Once the assignment is given and students are working, and then collect the performance of their duties. There are some who argue that a series of such events is seen as a portfolio. Lucas (2007: 24) states that the development of a portfolio of at least requires the following four criteria: collection (collection), election (selection), reflection (reflection), and presentation (projection). The collection is the stage in which students collect all the student's work during a certain period of time. The next stage is the students are required to be able to select the works which are the most optimal to be the contents of the portofolio. The third stage is carried reflection ought to the students make a relfection of his work for a certain period of time by writing a short essay. The last stage is the presentation of which is the part that allows students to make a determination of the final result (judgment) after evaluating the results of his work by means of collaboration or discussion.

Some characteristics of the portfolio include identifications of learning outcomes, focus on the learning experience, unbiased sample of work for a certain period, contains a variety of jobs and rated friends, teachers and even parents. In portfolio assessment role of parents is to know the progress of their children. Related to the role of parents, Moore (2014: 260) reveals that the way in which students are asked to split their portfolios to their parents, then the parents will write a response related to the content or the content of his portfolio.

Portfolio at least meet some of the criteria assessed within a certain time. During this period reflect a period in the range of a given task. Criteria include: (a) provide assessments more realistic, (b) invites students to assess progress in relation to self-reflection, (c) allows assessment by various methods, (d) allows students to expose their work, (e) and allow students in a way that is as comfortable as possible to assess their own learning. Things can be indicated from the portfolio assessment is that it is possible the student reflection, evaluation, and designing of learning objectives in the future by choosing a particular sample for inclusion in the portfolio. Kunandar (2014: 298) states several advantages for Shiva in the use of the portfolio, that motivate students to learn, cultivate pride, a sense of belonging, and foster self-confidence. This also occurs because students can find out more about the mastery of himself against a competence so that more emphasis on the portfolio-based assessment of authentic assessment.

The most important thing in the assessment portfolio is the portfolio contains a wide range of works within a certain time. In addition, the portfolio assessment at least allow students to maintain the data obtained during the process, providing the flexibility to perform tasks like students to be authentic and assess the conduct himself with his portfolio presentation to determine the direction of reflection and evaluation of the students' learning process.

C. Assessment Project
Definition of Project Assessment

Assessment associated with the project assessment carried out to complete a task within a certain time. This is supported by the opinion of Harsiati (2013: 26) that "the assessment of the project is an assessment of the specific task within the stipulated time." The task in form of the investigation since the planning, data collection, processing and presentation of data. Definition of project assessment is in line with the opinion of Dikli (2003: 15) states that the project can be carried out either by individuals or groups that can be associated with it to be authentic as the relationship between the concept of the experience gained in learning. Assessment of the project is the "assessment of the ability to apply knowledge in planning, organizing investigations, collaboration, identify, collect information and communicate." Assessment of the project allows each student to be able to carry out the scientific process in the completion of certain tasks. It is none other than due to the steps of the project activity the student is required to collect data, process, designing, producing work, and communicate the results to the other students.
From the opinions above it can be seen that the assessment of the project is an assessment that is

performed to complete a task in a certain period of time associated with the application of a particular stage. The stage is the form of the ability to apply knowledge in planning, organizing investigations, collaboration, identify, collect information and communicate.

Characteristics of Project Assessment

Assessment of the project can be used to determine the relationship between the knowledge acquired by the ability of the application of the theory in problems that are authentic and contextual. Consideration of the assessment of projects such as the ability in terms of management, relevance and originality of students' work. The ability of management is defined as the ability to pick topics and manage the appropriate information in the data collection and report writing. Relevance is closely related to consideration of the appropriate knowledge and skills in understanding learning. The authenticity involves consideration of the work of the students themselves are supported by the contribution of teachers.

Haryati (2008: 52) states that in assessing the project an assessor needs to consider the planning stage to the final stage, namely the report. These stages must be given its own criteria that met the criteria of authentic assessment. The instruments can be an instrument developed checklist form, a graduated scale (rating scale), or rubric. Assessment of the project need to pay attention to authenticity, kerelevansian, and management capabilities. The ability to be presented in a coherent stages ranging from the stage of planning, execution, and reporting the results of the work done.

D. Development and Management of Authentic Assessment in Education at Vocational High School

Authentic assessment can be viewed as a theory or design. As a theory, authentic assessment discusses a variety of standard procedures which can be developed to achieve a specific learning goals. Inside covered include principles on each of the standard procedures. As the design, authentic assessment is an integral part of teaching. This means fused with the authentic assessment of learning activities. Designing authentic assessment thus merges with designing learning activities. Authentic assessment as the design needs to comply with the standards to be achieved in the development process. Given the authentic assessment has several forms and can be developed using a variety of methods and data collection

techniques, this means that there are various forms of selection of authentic assessment to achieve the set learning standards.

The next step is to develop relevant indicators of achievement. Based on these indicators further tasks or activities designed authentic (authentic tasks) that are relevant to these indicators in the corridor form appropriate assessment. Authentic tasks or activities (authentic tasks) that can be contained in the sheets (sheets) which also contains instructions of task-completion guides.

Based on the above principles, each task at vocational high school has a different way of settlement, as well as turnaround time. In addition, the need to develop a rubric to collect data or information that is relevant to the student competence shown by their performance in responding to authentic tasks that are handed to them. Thus, up to this stage are at least two important tools (tools) that have been developed, which is task-completion guides and rubrics for various forms of authentic assessment. Broadly speaking, examples of learning objectives, assessment types, and weights and measures are presented in table 3 below.

Table 3. Examples of learning objectives, Type Assessment and Measurement Method

No	Learning Objectives	Type of Evaluation	Measurement Method
1.	Remembering (C1) (*Recalling*) Students are able to: • Given • Recognize	An objective test that can be used: • Fill/ complement the blanks • multiple-choice items • Provide a label on the diagram	• accuracy, the number of correct and incorrect amount • Analysis of grain
2.	Understanding (C2) (*Understand*) Students are able to: • Interpret • Give an example • Classifying • Summarize • Make conclusions • Comparing • Explaining	Ppper, final test, oral / written questions, the class discussion: • Make an overview of • Making the film, comparing two or more theories • Create a category • Identify	Making the score, the rubric of student performance, which can be identified, can make the difference between a variety of different skill levels
3.	Applying (C3) (*Apply*) Students are able to: • Running • Use • Implement	Activities that require students' skill in using and establish procedures in the performance lab reports, make prototypes, and simulations	• Accuracy score • Checklist • Sections
4.	Analyzing (C4) (*Analyze*) Students are able to: • Distinguish • Organizing	Create activity attributes that require the student's ability to make discrimination,	• Rubrics, a score composed by teachers, judges, supervisors, etc. Rubrik, skor

		select the facts that are relevant from the irrelevant, define the elements, provide value, make a criticism, debate, project	disusun oleh guru, juri, supervisor, dll
5.	Evaluating (C5) (*Evaluate*) Students are able to: • Checked • Criticize • Decide on	Activities that require skills students in the test, monitor, make judgments, or criticism of readings, performance, products based on specific criteria	• Rubrics, score composed by teachers, judges, supervisors, etc.
6.	Creating (C6) (*Create*) Students are able to: • Create, generate • Designing, planning • Discovering, generating	Projects, research, music composition, performance, essay, business planning, designing situr (website), make a prototype, stringing design	• Sections, score composed by teachers, judges, supervisors, etc. (Menciptakan)

(Source: Majid, A., 2013. The Authentic Assessment: Process and Learning Outcomes)

CONCLUSIONS

Selection of the authentic assessment type within a learning activity can be considered as the arts (arts), namely in terms of integrating various forms of authentic assessment to complete the achievement of learning objectives in a subject. This artistry will appear on the creativity of teachers when developing various forms of authentic assessment in order to achieve learning objectives.

Therefore, based on the exposure and the above problems can be concluded that in education, vocational education is no exception in Vocational High School: a) Teachers should be given the insight that the focus of assessment in learning activities should include cognitive, affective, and skills; b) Teachers need to be trained to develop the document in performance assessment, portfolios and projects, particularly in vocational; c) Assessment practicum in vocational preferably includes various types and forms of assessment, cognitive, affective, and psychomotor; d) Teachers need to be given an understanding of concepts, principles, and the assessment procedure and the process of learning outcomes, particularly the authentic assessment; e) The need for emphasis in the learning paradigm that assessment is not just assessment of learning, but rather the assessment for learning; f) Determination of minimum completeness criteria (KKM) that have tended imposed, should be supported by appropriate standards prerequisites so that teachers can carry out an objective evaluation;

g) Description of competence need to be clarified and detailed so that development can be made more clear assessment. Likewise, teachers need to master adequately the determination and use of verbs operations required in drafting a series of assessment; and h) Teachers need to be given examples of planning, implementation, and data processing as well as the assessment report, particularly the authentic assessment. Their practical application assessment program will help teachers in conducting assessments.

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THE STRATEGY OF VOCATIONAL TEACHERS' SUPERVISION BY MAARIF NU EDUCATION INSTITUTION

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ABSTRACT

Education Institution of Maarif NU is the departmentation of Nahdlatul Ulama that has the function of running on the education sector through the implementation of policy, management, and development of the unit of primary and secondary education in the environment of Jam'iyah Nahdlatul Ulama. Along with the mission of Nahdlatul Ulama as a islamic religious organization of Ahlussunnah Waljamaah that has a vision "Rahmatan Lil 'Alamin", Education Institution of Maarif NU is committed to develop independent, quality, and professional education. One of the efforts that carried out by Education Institution of Maarif NU is teachers' supervision considering the strategic role held by the teachers to improve the quality of educational unit and competence of graduates. Vocational High School (SMK) has unique characteristics as a school that prepares graduates in business and industry intermediate level, therefore the presence of professional teachers is very important. A professional vocational high school teacher has powerful influence in producing graduates' intelligent, character, and skills to face the real world. This study aims at clarifying the focus, approach, and implementation of teachers' supervision conducted by Education Institution of Ma'arif NU Lamongan on the teachers of Vocational High School (SMK) in Lamongan. The design of this study used a qualitative approach which multisite on SMK NU 1 Karanggeneng Lamongan and SMK Sunan Drajad Paciran Lamongan, East Java. The research data collection is conducted through observation and interviews to the chairman of Education Institution of Maarif NU Lamongan, school headmaster, and teachers. The results showed that: (1) The focus of Vocational Teachers' Supervision conducted by Education Institution of Ma'arif NU Lamongan is sequentially emphasis on improving the mastery of competencies personality, pedagogical, social, and professional of vocational teachers; (2) The teachers' supervision approach is conducted through group of principals forum (MKKS), a direct approach to the teacher concerned, and facilitating networking with the world business and industry; (3) The implementation of the teachers' supervision is conducted through workshop, work meetings, the teachers forum (MGMPs), clinical supervision.

Keywords: supervision, education institution of ma'arif nu, vocational teachers

The Professional teacher has the primary task of educating, teaching, training, guiding, evaluating and assessing the students' achievement as a form of service and dedication to the teaching profession. Referring to UU RI number 14 of 2005 about teachers and lecturers that the professionalism of teachers is determined by the fulfillment of the four competencies required of the teachers, they are: pedagogical, professional, personality, and social competence. Pedagogical competence is indicated by the ability of the teachers to use teaching methods and techniques appropriate to the scientific field and the characteristics of learners so that the learning process can be run by a dynamic, effective, and efficient. Scientific competence of teachers is also called professional competence related to the depth mastery of science. Competence personality is indicated by the ability of the teachers to show the charismatic self-prominent, good character, exemplary, and personal fun for learners. While social competence is indicated by the ability of teachers to interact with colleagues, students, parents, and community.

Nowadays, the development of science and technology gives the impact on education development, where professional teachers are also required to improve their competence dynamically. Mantja (2002) states that the increasing of the competence not only aimed at cognitive, affective, and psychomotor, but more important is the willingness themselves to increase the feasibility of competence. Sergiovanni (in Mantja, 2002) states that the teachers are expected to put their knowledge to work to demonstrate they can do the job. Finally, professionals are expected to engage in a life-long commitment to self-improvement. Self improvement is the will-grow competency area. Sergiovanni's suggestion is to give directions and instructions that the teacher professionalism is indicated on the teacher certification, constantly keeping commitments, and carried out the improving of the teacher's competence.

The definition of a professional teacher refers to the views of experts, they are: Glickman (1981) emphasized the professional teacher is characterized by the ability of abstraction and the level of commitment in carrying out the task of education. Wiyono (2014) notes some of the characteristics of the professional teachers, namely (1) the expert in carrying out duties as a teacher (expert), (2) have a sense of responsibility in doing duty (responsibility), (3) have the independence

(autonomy), (4) always trying to develop themselves (professional growth), and (5) adhere to an ethics professorship code and became part and uphold the organization professorship. Thus implemented on the teachers' professional skills, responsibility, self-reliance, self-development, and faithful in the task.

Ash'ari, (2014) focuses on five competences of human resources education, namely: innovation, outstanding service, outstanding quality, special skills, and productivity. The ability of innovation to produce innovative works in the learning process, either in the form of curriculum development, media, and methods of learning that allows the students to learn. The satisfactory service with related to how educational institutions provide the level of satisfaction to the users. Outstanding quality or the quality of expert teachers or educators is the professional competence constantly improved and developed. Special skills possessed by the human resources of education related to the ability of educators to understand and develop learners. While productivity is the ability of the teachers to produce the quality of graduates competence.

Bafadal (2009) states that the improvement of the professional teacher is an effort to help the immature to mature, professional yet become professional, given the maturity of self-management and the fulfillment of qualifications is the characteristic of professionalism. It takes the teachers' supervision to improve the ability of the teachers and fill the expectations of the quality of education services. General Directorate of Education Quality Improvement and Education Personnel in the guidelines of professional development of sustainable PKB (2010), give the directions of supervision and development of teachers, as follows: 1) Facilitating the teachers to reach the standards of professional competence that has been set, 2) Facilitating the teachers to update the competencies that they have with the demands of the future related to the profession, 3) Motivating the teachers to remain commitment carrying out their duties and functions as the professional staff, 4) Appreciating the image, dignity, dignity of the teaching profession, respect and pride to the people with the teaching profession.

Danim (2003), to perform the duties as a professional teacher effectively and efficiently, teachers have to be able to have a specific competence as an existing rule. In Indonesia has been established ten competencies that must be had by the teachers as an instructional leader,

they are: 1) able to has the ideal personality as a teacher, 2) acquisition of educational foundation, 3) able to master the teaching materials, 4) able to prepare teaching program, 5) able to implement teaching program, 6) able to assess the results and the learning process, 7) able to organize the mentoring program, 8) able to make the administration of the school, 9) able to work together with their colleagues and the public, 10) able to organize simple research for the teaching purposes.

The issue of the presence of professional teachers are faced with the lack of pedagogical competence of teachers, patterns and teaching methods that are rich in variety, creativity, and innovative yet equally owned by the teacher. The experience in implementing PKG that conducted by the superintendent of education in Lamongan district delivered to the writer that teaching and learning process conducted by teachers still uses explanation and giving question and answer, the poor of using methods and learning media. Some teachers have been actively using a variety of teaching methods and interactive media, but most of them are not familiar with various methods, instructional media, and the use of information technology in the learning process.

The supervision of the professional teachers constrained in overlapping policies, not synchronous implementation of sustainable professional development (PKB) and the assessment of the teachers' performance (PKG) between the education department, supervisors, and school. The implementation of PKG seems to be a routine activity that conducted by the supervisors who does not have the concept of comprehensive, PKG impressed as the activities of unscrupulous ceremony that conducted by the supervisor education department to the teacher after receiving TPP. The teachers' supervision that conducted by the district superintendent of education and the province superintendent of education has not been systematic scheduled. On the other hand the principal does not have a strong influence on teachers in the implementation of PKB/PKG as asked by existing legislation.

In overcoming the various problems of the aspects of teacher professionalism requirements, it is necessary to conduct the teachers' supervision continuity. Surya (2005) recommends that the terms must be implemented in order to reposition the professorship became professional positions as follows: (1) the government should have a willing and political commitment to put the teacher's position in the overall national education and give appreciation in accordance with their rights and dignity. Revising of various statutory regulations and laws relating to the education in order to more related to the growing demands. In this

arrangement can be repaired the existing legislation and produce new products including a special law about teachers. (2) Creating a management system of teachers and other education personnel in an institution that has particularly national authorities are systematically integrated, synergistic and symbiotic. All aspects of the teachers' management that include recruitment, training, placement, training, and development under one single management system that is professionally and proportionally. (3) Improvement of the education system and teachers' supervision more functional to ensure the best quality of professional teachers and other education personnel. Referring to the position and role, teachers need the professional and personal competence to be able to carry out the educational process fundamentally. Therefore, education and the teachers' training should be more oriented to the establishment and empowerment of professional teacher's personality, environment educational life, the dynamics of high adaptability, dedication to the development of education, etc. (4) Development of the system of remuneration (salaries and allowances) for the teachers in a fair, economically viable, and has appeal in a way that stimulates the teachers perform their duties with dedication and satisfaction physically and spiritually.

Education Institution of Maarif NU is the departmentation of Jam'iyah Nahdlatul Ulama that has the function of running on the field of education and teaching. It has the duites on organizing, supervision, and develop the unit of educational in the environment of Nahdlatul Ulama. The document of Regional Leadership Institution of Maarif NU East Java states that the education in the environmental of Nahdlatul Ulama carried out through elementary and secondary education units established by Education Institution of Ma'arif NU or Jam'iyah NU. Education Institution of Ma'arif NU serves as the executor program through the organization of business and educational activities at the discretion of Nahdlatul Ulama which include, 1) the establishment, implementation, management, supervision of primary and secondary formal education, 2) supervision of Ahlussunah Waljama'ah in the NU conception, 3) planning, organizing, supervising, coordinating, monitoring and management of education, 4) improving the quality and quantity of teachers, 5) the development of the quality and quantity of educational activities, 6) research and development in the field of primary and secondary education formal, 7) delivering the

critics and suggestion to the executive board of Jam'iyah NU for consideration in setting policy fields of primary and secondary education formal.

The supervision of teachers became one of the institution's missions of Education Institution of Ma'arif NU in realizing the good quality of education and produce competence graduates. Teacher's supervision strategies conducted by the Education Institution of Maarif NU Lamongan has produced sufficient education units can be proud. Especially for secondary vocational schools (SMK) Lamongan has 69 units of SMK that divided to 6 units of the state of SMK, 27 units are supervised by Education Institution of Maarif NU, and the other is supervised by other foundations. This condition proves the success of Education Institution of Maarif NU Lamongan in managing and supervising the unit school of vocational high school (SMK) especially on the teacher's supervision.

This study is to examine the strategy of Education Institution of Maarif NU Lamongan in supervising the vocational teachers. This study emphasizes the focus or orientation of vocational teachers' supervision, the approach used in the supervision and the implementation of vocational teachers' supervision. This study conducts two sites of SMK, 1) SMK Sunan Drajad Paciran Lamongan which has 1.200 students and 108 teachers, and 2) SMK NU 1 Karanggeneng Lamongan with the number of 650 students and 54 teachers. Both of these vocational institutions are superior school in the environment ofEducation Institution of Maarif NU Lamongan

METHOD

The design of this study used a qualitative approach, as suggested by Bogdan and Taylor in Moleong (2002) that the research that produces descriptive data in the form of words written or spoken of people and behaviors can be observed which is directed at the background and the individual as a whole. The attendance of the researcher as a key instrument to make sense of the phenomenon clearly and portray themselves actively in the whole process of the study. The object of this study used a multi-site study at two vocational schools (SMK) within Nahdlatul Ulama, they are: SMK Sunan Drajad Paciran and SMK NU1 Karanggeneng Lamongan, East Java.

The data collection is carried out by observation, interview, documentation study as suggested by Bogdan and Biklen (1998), Mantja (2008) and Sugiono (2010) that In-depth interviewing, participant observation, and documentation study. Data analysis used componential analysis techniques and themes. The processes include processing, organizing, splitting and synthesis of data and look for patterns,

disclosure the important things, and the final determination as to what is being reported. The researcher conducted as suggested by Nasution (1992) that doing the data reduction, displaying the data, and taking conclusions/verification. Testing the validity of the data is conducted by the researcher by using triangulation of sources and methods.

RESULTS AND DISCUSSION

The strategy of vocational teachers's supervision that conducted by Education Institution of Maarif NU Lamongan is implemented in the context of building a unit of quality education and producing competence graduates. The explanation of assessment for vocational teachers' supervision is started by describing the problems that faced on doing vocational teachers' supervision, both in terms of teachers, school principals, and the subsequent policies, then explaining about the strategy of vocational teachers's supervision that includes: focus on vocational teachers' supervision , approaches of vocational teachers' supervision, and the implementation of vocational teachers' supervision by Education Institution of Maarif NU Lamongan.

The formulation of the problem of vocational teachers's supervision in the environment of Education Institution of Maarif NU Lamongan based on the data obtained, they are: 1) uneven the availability of professional vocational teachers in the entire vocational school, 2) uneven the mastering of professional competence possessed by vocational school teachers, 3) the teachers' supervision that conducted by the superintendent of education is more administrative, 4) unintegrated the model of teachers' supervision by the competent institutions, 5) the lack of supporting on facilities that can motivate the teachers to develop, 6) the lack of facilitation of policy holders in the supervision of vocational teachers, and 7) the lack of implentation of cooperation between SMK with the world of business and industry in improving the teachers' competence. Those obstacles above are carried out by strengthening in four professional competences of teachers by adding the personal competence through giving the values of Ahlussunnah Waljamaah Islamic as the special character of NU. The concept of societal attitudes of Nahdlatul Ulama such as: tasamuh (respected on the differences, tolerance), tawazun (considered, not extreme), tawasuth wal i'tidal (at the center and principled) to guide NU members in doing good character in individual, group, or organization.

The strategy of vocational teachers' supervision conducted by Education Institution of Maarif NU as source of data and the results of the study as follows:

The Focus of Vocational Teachers' Supervision

The supervision of vocational teachers is started by creating the structures in charge of vocational supervising, in which there are the curriculum development, the supervisor, students' affairs, and inter-agency cooperation. Previously, this organizational structure used to be one in high school supervision in which there are senior high school (SMA), islamic senior high school (MA), and vocational high school (SMK) but since 2010 the separation of its own vocational structures for SMK is carried out because SMK has a special character that is different from Madrasah Aliyah and SMA. At the beginning of 2015, the widespread issue is the problem of economic society Asian (MEA), global competition requires competence of national education should be able to compete with the employment, the competence and professionalism of the students is expected. Education Institution of Maarif NU Lamongan considers that to be able to compete in a globalized world is the only one is the development of education itself, in order to achieve it, the teacher should be developed. Focus on the teacher development that conducted by Education Institution of Maarif NU Lamongan is to increase the competence of teachers, sequentially starting from personal competence, professionalism, pedagogical, and social.

Education Institution of Maarif NU Lamongan states that the personal competence of teachers should be the main focus of educational development, given the success of education should start from the teacher's personality. The data findings shows that the act and behave of thhe teachers of Maarif NU are reflected on attitudes and behavior in accordance with the norms of religious, social, and cultural. Teachers also lead habituation learning by example, discipline, and the ability to cooperate in developing learners. High public confidence in the schools run by NU Maarif, especially on the two sites the study signifies the success of teachers in order to convince the public that the school fostered a superior school that produces graduates are competent.

The priority of the supervision of the teacher's personality of Maarif NU can also be seen from the conditioning and discipline of teachers in the school, attend 30 minutes before entering the class for greeting the students, reading prayer together, doing habituation praying Duha, doing Dhuhur congregation, and performing Istighosah as the ritual at once a week. The activities of non-material of the religious rites performed by students under

the guidance of teachers regularly and planned, sometimes the teachers play role as leaders and sometimes the teachers facilitate the students to lead their friends. This activity can give the confidence to the teachers to always present theirselves as persons that are responsible, confident, honest, and be a role model for their students.

The main indicator that shows the supervision of the teacher's personality competence by Education Institution of Maarif NU can also be seen on the commitment of the institutions that require the noble personality of students as a graduation requirement on school final exam under environment of Education Institution of Maarif NU. The students' graduation requirements that have the noble personality of course can only be gained from the noble personality of teachers, and teachers who gained noble personality of supervisor who is also a noble personality. This condition affects belief of businesses and industries in the industrial city (Gresik, Surabaya, Sidoarjo and Pasuruan in East Java) that gives appreciation to the graduates of Education Institution of Maarif NU to be recruited as an employee exceeds a graduate of other organizations given a general graduate of Education Institution of Ma'arif NU that has personality and work ethic that can be relied upon.

The next focus of the vocational teachers' supervision is a depth of knowledge and pedagogical competence which constantly need to be updated. The teachers of Education Institution of Maarif NU are included in various training, education, workshops, seminars, and scientific meetings to be able to improve their professional competence and pedagogic simultaneously. Maarif NU educational institution independently organizes the teachers training continued with the establishment of subject teachers (MGMPs) to be facilitated and conducted the supervision, both in material development, variations in the learning and assessment techniques. Through MGMPs Maarif NU facilitates the teachers to grow closer to the world of business and industry to collaborate in the development of materials, teaching materials, methods, and lab for teachers and students. The next facilitation was given authority to the teachers joined in the establishment of subject teachers (MGMPs) to make the text questions of national exam for the students Maarif NU schools in Lamongan, East Java. In MGMPS forum, the teachers can exchange information and enrichment subjects under the coordination of mentor or senior teachers. MGMPs forum is guided by a senior teacher to discuss new idea related to subjects,

discussion, problem solving, produce work of teachers, syllabus and the lesson plan (RPP).

Indicators gives priority to personal competence in the development of vocational teachers associated with increased professionalism and pedagogic competence can be seen in the commitment of Education Institution of Maarif NU to conduct the curriculum 2013 (K-13) training as a consequence of government policies that applies K-13 as the improvement of the School Based Competence (KTSP). The material that presented is focused on the changing content standards, process standards, graduation competence standards, and standard assessment of the eight standards of management education as stated on the government regulation No. 19, 2015. K-13 training involves all of the teachers in accordance with the respective field of study and given the long duration load fairly high learning and involves Maarif NU educational institution's partners both from public and private competent. K-13 training that conducted by education institution of Maarif NU is independent and also complementary training seminar was conducted by the government's emphasis on internalizing the values and teaching of Islam ahlussunnah waljamaah in the concept and implementation of the school curriculum.

Social competence means that the teacher's ability to communicate, cooperate, and have a delightful personal facilitated by the Institute Education of Maarif NU by encouraging teachers to be active in socio-religious organization of Nahdlatul Ulama. NU has a variety departmentation that can serve as a channel the spirit of struggle of teachers in accordance with science, talents, and interests of teachers, such as: NU Health Institute, Institute of Agriculture NU, NU Economic Institute, and was active in scientific discussions and social events. The teachers of Maarif NU are also required to active in the movement of social organizations, both within and outside the Nahdlatul Ulama. The implications of this activity is the creation of Maarif NU teachers who have a view and objective and non-discriminatory measures because of race, religion, physical condition, family background, and socioeconomic status.

Approach of Vocational Teachers' Supervision

Based on the data can be explained about the vocational teachers' supervision approach onducted by the Education Institution of Maarif NU Lamongan is structural approach by establishing a principals forum (Musyawarah Kerja Kepala Sekolah-MKKS). Through MKKS, vocational teachers' supervision programs can be continued, starting with the school principal workshop to arrange the guidance of teachers and divide tasks, some supervision duties carried out by the

principal, while there are also tasks that directly implemented by the Education Institution of Maarif NU Lamongan. Indicators of approach that directly carried out to the teachers is the implementation of clinical supervision conducted by the supervisors of Maarif NU. This clinical supervision's models starting from consulting each individual teacher to the supervisor followed by classroom observation, and back on the situation of individual consultation.

The next approach is facilitating communication and opening cooperation of teachers with business, industry, and experts in their field. Facilitating cooperation is done in two ways, through principals and the establishment of subject teachers (MGMPs). Model of cooperation with the business world in the form of sharing and visiting the bussiness location to business premises in order to bring the atmosphere of the work, foster the entrepreneurial spirit, and ability to perform forecasting business that will be developed in schools through production units and services that are owned by Vocational High School (SMK). For cooperation with specialists or experts, Education Institution of Maarif NU facilitates the experts' attendance to assign at schools within a certain time in order to supervise the teachers and motivate the teachers to develop.

Referring to the data findings, the approach of supervision that carried out by the Education Institution of Maarif NU Lamongan is a model of clinical supervision with a collaborative approach. Interaction that conducted by the supervisor to the teacher who supervised is not only regarding to the content and teaching methods, but also talking about the achievement of motivation, personality of the teachers of Maarif NU that reliable, and how the teacher's role in helping promote the school institution. The discussion that related to the obsession to build the school through the role and function of professional teachers becomes a serious topics that discussed by supervisors and teachers in the implementation of teachers's supervision in the two study sites.

The Implementation of Vocational Teachers' Supervision

Indicators of implementation of vocational teachers' supervisor that conducted by the Education Institution of Maarif NU could be argued, among others: firstly is through working meeting of the head of vocational schools, conducted at the beginning of the school year, the material that discussed is not only related to the supervision of teachers but

more broadly talked about the work program of Maarif NU, include: organizational structure, coordination of programs, job description, curriculum, and students' activities. The implementation of the working meeting of school principals started by giving an insight into education delivered by invited experts, from the government, education authorities, supervisor, education professionals, business agent, and academia. The material that discussed is adapted to the urgency of the issue at the time, was intended as a discussion forum as well as workshops and provision of school principals in educational management. The role of the principal is very strategic for Maarif NU in supervising the teachers, remembered that the quantity of Maarif NU is not able to implement guidance teachers directly and thoroughly.

Based on the existing data, variety of training organized by Education Institution of Maarif NU as part of vocational teachers' supervisor strategy. Training of thhe implementation of curriculum 2013 is the most widely training that held by Education Institution of Maarif NU aimed at providing insight and analyzing based on the content areas of study for teachers in the implementation of the new curriculum. This activity is influenced by the improvement of the curriculum policies implemented by the government, therefore Education Institution of Maarif NU prepares its own regulations to regulate vocational development strategy. One of the efforts is by sending the teachers for accompanying the training of the implementation of curriculum 2013 but since the providers of training in the Institute for Education Quality Assurance (LPMP) was not optimal and just based on the quota of their respective offices on district/city, then not many vocational teachers of Maarif NU who have the opportunity, therefore Maarif NU creates its own design training curriculum 2013 in accordance with the program of study.

Another part of the training process is carried out the learning assessment workshop, where the teachers of Maarif NU are trained about the material of learning assessment as expected by the policy on the implementation of curriculum 2013. The assessment design of curriculum 2013 that aplied in accordance with the need of the evaluation, then Education Institution of Maarif NU conducts the training of arrangement the questions of test of curriculum K-13 for each subjects. Making the questions of test will become the material of final exam of Maarif NU. Education Institution of Maarif NU held a national final examination special for students of Maarif NU school where the subjects tested almost the same subjects at the national examinations, as well as louvers (kisi-kisi), the difference in religious

subjects which reflects the characteristics of education of Maarif NU. On the other hand, there is learning assessment or examination that organized by schools, almost all the texts that tested in vocational high school (SMK) is derived from teachers of Maarif NU. The teachers proposed a text from teacher training courses, such as automotive studies program, then in all automotive courses create and prepare a script for the entire vocational evaluation. It means that there are subjects that are special about the traits of Maarif NU, nasional subjects, and the subjects of the study program. National subjects and subjects about the traits of Maarif NU also created a script to be tested. The impelentation of the training indicates the enactment of vocational teachers' supervision conducted by the Education Institution of Maarif NU.

Indicators of the teachers' supervisor can be known by the establishment of subject teachers (MGMPs) and facilitated by Education Institution of Maarif NU. The findings shows that there is a group of "greenschool" refers to the green flag of NU in the organization pluralism teachers that joined in the MGMPs district. As like the group within the organization are also present in the community working deliberation of principals (MKKS) where the principals of Maarif NU group calling itself by named "greenschool". This group aims to further relations and coordination with the Education Institution of Maarif NU, resulting in the execution of meetings MGMPs is done by specifically teachers of Maarif NU and sometime it is done by all of the vocational teachers in Lamongan, both Maarif NU, public schools, and the schools from other foundations.

The implementation of MGMPs greenschool (the teachers of Maarif NU) have become a media for the teachers' supervision in the terms of educational information and new developments, both on the teaching materials, teaching methods, or policies. Through MGMPs, the teachers of Maarif NU are able to share knowledge, demonstrate new teaching methods, and invite the experts to add knowledge, and develop assessment methods in accordance with the characteristics of learners. The data showed that the presence of the teachers of MGMPs Maarif NU has contributed significantly in the speed of coordination between schools, equal quality of learning, and arrange the questions for the exams in the Maarif NU. The implementation MGMPs meeting is not same between one subject with another subjects, depending on the chairman of MGMPs as a driving force. The subjects of mathematics, multimedia productive, career

guidance teacher (BK) classified as the active meeting at twice a month, while for other subjects fluctuated within three months, and even there is MGMPs that the meetings at once on a semester.

The implementation of clinical supervision that directly carried out by the supervisors of Maarif NU was very minimum, remebered at the limitations of power which is not comparable with the number of vocational school teachers. The strategy that implemented by Maarif NU is y conducting the quotation test at SMK by randomly, beginning by contacting the school principal to arrange the supervisor's attendance at the school to be attended in order to supervise the vocational school teachers. The priority of the implementation of clinical supervision is a teacher of religious studies, in order to ensure the implementation of learning in accordance with the curriculum of religious subjects that applied by Education Institution of Maarif NU. Then, the study as a hallmark of vocational productive, to ensure that the learning subjects have been implemented effectively productive. This supervision occured the sharing ideas and concepts, where the teachers receive guidance and feedback and the supervisor also received data and feedback from the teachers to make the policy of Education Institution of Maarif NU.

CONCLUSION

The strategy of vocational teachers' supervision conducted by Education Institution of Maarif NU Lamongan started from the problems of supervision, both on the teachers' internal factors and external factors, such as: the problems of supervision policy, the low of the professional competence of teachers and a necessary of the teachers' development in entering the global competition. The results of the study on the strategy of vocational teacher's supervision conducted by Education Institution of Maarif NU Lamongan showed that the purpose of the implementation of the vocational teachers' supervision is to improve the professional competence in synergy and sustainable. Several efforts are conducted through: 1) The focus of the vocational teachers' supervision conducted by Educationn Institution of Maarif NU is sequentially emphasis on improving mastery of competencies personality, pedagogical, social, professionalism of the vocational school teachers; 2) The approach of vocational teachers' supervision is carried out by conducting the principals forum (MKKS), a direct approach to the teacher concerned, and facilitating networking with business and industry; 3) The implementation of vocational teachers' supervision through training, work meetings, the teachers forum (MGMP), and clinical supervision. The suggestions that are given to Education Institution of Maarif NU are to

further enhance the supervision of the vocational teachers to the teachers directly to give the greater beneficial effects on improving teacher competences in a systematic and measurable. To the teachers who supervised are expected to enhance the professional competence individually in order to be personally competent and independent.

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PROFESSIONALIZATION TEACHER AND IMPLEMENTATION DEVELOPMENT OF CURRICULUM EDUCATION

Ni Ketut Sulastri; Sanasintani

STAKN Kalimantan Tengah Palangkaraya

ABSTRACT

This article discusses the professionalism of teachers in implementing the curriculum of Education and teachers can explore the possibility of simplifying the time of the learning process. The professionalism of teachers has been developed based on relevant theory, and the initial implementation in education today is an application of future teachers. Implementation of the development of educational curriculum was developed based on the four steps in the cycle of professionalism of teachers, namely: Pedagogical Competence, Competence Personality, Professional Competence, Social Competence. This preliminary study is intended to determine the feasibility, practicality and workability of teachers to be applied in the educational setting. Based on the initial findings and the final findings will be formed based on the regular practice of the school. This teacher professionalism will contribute to beneficial for education in institutions to maintain and enhance the intellectual keprofesioanal to improve the quality of teachers, and therefore can provide quality service to the students in implementing the educational curriculum.

Keywords: professional, curriculum, implementation.

Teacher is one of the foundation for the country in terms of education. With the professional and qualified teachers will be able to print the quality of the nation as well. The key that should be owned by every teacher is competence. Competence is a set of knowledge and teaching skills of teachers in performing his professional duties as a teacher so that the goal of education can be achieved with either.

Based on the above, it is clear a teacher can be of effort and expertise it has. It is intended for the purpose of a teacher in seeking, guide, train, and teach with the wholehearted desire and success of learners is assigned to the explanation of the purpose of education. Basically, education is the interaction between the educator (teacher) and learners (students) to achieve educational goals.

A person who is considered a professional teacher, the teacher or educator who actually carry out the success of learners (students). The task of educators to student success was very heavy, so teachers must be given the opportunity to develop themselves as much as possible and work such as attending courses, training, upgrading, continuing education is higher and the cost is assisted by the government. This is all aimed at prioritizing equality, that the profession is carried as a teacher is the same as other professions.

METHOD

This study used a qualitative descriptive phenomenological approach. A qualitative approach, which is to say, an approach that is oriented on the symptoms that are natural, and the natural and fundamental Nasution, (1998). A qualitative approach was chosen because the object of this research is a process or activity or actions (some) people, which is about the professionalism of teachers and implementation of curriculum development, research object in a state of nature (natural), and the data disclosed not in the form of numbers, but the form of words, sentences, paragraphs and documents. Miles & Huberman (1992). In order to get a complete and detailed data about the studied subjects, related to the focus and purpose of the study, exploration, either completely or in a focused way.

Patton (2006: 5) states that qualitative methods in particular produced a wealth of detailed data on many people and a lot of cases. Qualitative data provide depth and detail by quoting directly and accurately descriptive accordance with programs, events, people, interactions, and observed behaviors, in line opinion (Pidarta, 2006: 14). Bogdan & Biklen: 1992, in Arifin: 1995, to obtain the data in a holistic and integrative, and with regard to the relevance of the data with the focus and purpose, the collection of data used in this study were (1) in-depth interviews (depth interview) (2) observation participants (participant obsevation), and (3) study the documentation. Three techniques can be said to represent the three basic techniques in qualitative research agreed by most authors.

Miles and Huberman (1984), which started or concurrent with data collection and after data collection. Data analysis is performed in conjunction with the data collection activities

include: (1) the establishment of a research focus is fixed as planned or need to be amended; (2) the preparation of the findings; (3) creation of the next data collection plan based on the findings of previous data collection; (4) development of analytical questions for the next data collection; and (5) determining the next data collection suggestions.

In this study, a measure of the validity and trustworthiness of data on human resources management in early childhood education, as recommended criteria used in Zaenab Lincoln & Guba (2015: 66) that in order to determine the level of credibility of an article that need attention; (1) credibility, (2) transferability, (3) dependalibilitas, and (4) confirmability. However, in this study only used three of the four criteria, namely: (1) credibility, (2) dependability, and (3) confirmability. Phase research was conducted in accordance with the provisions by which the characteristics of the qualitative research design is arranged in "sirkulir" then should this study uses three stages.

DISCUSSION AND RESULTS
Definition of run private Profession Public

According Martinis Yamin (2006:2-3) states that pursue a profession is someone a job based on skills, abilities, techniques, and procedures based on intellect. Thus the profession is the meaning of that profession carried by educators or teachers, is a job that requires knowledge, skill, ability, skill, and diligence to create a child has a behavior as expected.

According to Nana Sukmadinata (2006) as a professional educator, the teacher is not only required to carry out their duties professionally, but also must have the knowledge and professional skills.

Concept Teachers Professionalization

According Martinis Yamin (2006) skills in the profession work is strongly supported by theoretical studies. Thus, a professional teacher demanded a lot to learn, read and explore theories about the profession that they do, a profession is not a permanent, he will undergo a change and keep abreast of human needs, therefore the study of the professional duty recommended, in usability known research action research.

According to Nana Sukmadinata (2006) as a professional educator, the teacher is not only required to carry out their duties professionally, but also have the knowledge and professional skills. In the discussion of capital development of professional education staff, held PPS

Teachers' Training College Bandung in 1990, defined 10 characteristics of a profession, namely:
1. Have the function and significant social
2. Have expertise / specific skills
3. Skills / skills obtained by using the theory and the scientific method
4. Based on clear disciplines
5. Provided with education in a certain period long enough
6. Applications and socialization of professional values
7. Having a code of ethics
8. Freedom to give judgment in solving problems within their scope
9. Have a professional responsibility and autonomy
10. There are public knowledge and reward for service profession.

From the description above trip, although many materials are an educator exercise or enforce that all learners, but the effort to try to improve the success of students is always encouraged. Conceptually, according to the form teacher work, Ministry of Education (1980) has formulated the capabilities that must be owned by teachers and groups of three general dimensions of skills, namely:
1. Professional Ability covers:
   a) Mastery of the subject matter, covers material that will be an activity initiated and scientific basis of the learning materials.
   b) Mastery grounding and insight into teacher education.
   c) The control process of education, teacher training and student learning
2. Social skills, the ability to adjust to the demands of work and the surrounding environment
3. Ability private include:
   a) Form a positive attitude towards the overall duties as a teacher, and to the overall
   b) Understanding, appreciation, and appearances proper values embraced by a teacher
   c) Appearance effort to make himself as a role model and example for the students.

Terms Become Teachers

Being a teacher is not an easy job as imagined by many people, with a capital of mastery of the material and its delivery to students is sufficient, but it is not yet able to say as a professional teacher, then it must have a variety of skills, special abilities, loves his job, keeping the code eitk teachers, and so forth. Oemar Hamalik in his teaching-learning process (2001: 16), a professional teacher should be able to have the requirements, which include:
1. Having the talents of a teacher
2. Having the expertise of a teacher

3. skill as a good teacher and integrated
4. Having a healthy mental
5. Healthy
6. Having extensive experience and knowledge
7. The teacher is a man who spirited Pancasila
8. The teacher is a good citizen

Teachers and Curriculum

In the world of teacher education is not only a capital of experience, academic knowledge, but also skills (skiil). Curriculum invite academic content, but its application is based on technical and requires a lot of experience. David Berlo in Abitar, (1989) teachers as a source in conveying the message to the audience must have communication skills, attitudes, knowledge, and attention to socio-cultural context.

Besides, teachers also have an agreement to changes that occur in education, such as curriculum changes once in 10 years. And teachers were also asked to quickly adapt to changes in the manner upgrading courses, workshops, and study with friends in the profession.

According to Martinus Yamin (2006) teachers implement the curriculum that has been designed by the government and its agencies, and they should be able to teach even though the new curriculum is different from the previous curriculum, this occurs due to the assessment of the progress of the times and to the intelligence of the students themselves in the development of learning.

Judging from the development of the existing curriculum in Indonesia, according to Kenandan (2007) on the way seconds education companies have implemented six curriculum, the curriculum in 1968, the 1975 curriculum, 1984 curriculum, 1994 curriculum, 2004 curriculum or curriculum-based competition (although not yet had ratified by the government, but could apply several schools piloting the project), and last until now educational unit level curriculum (KTSP) issued by the government through Permendiknas number 22 on the national curriculum, sweets number 23 on graduation standards and sweets number 24 on the implementation of the two candies.

The development of the curriculum can be conceptualized as a cycle loop that starts the analysis of the purpose of the school establishment. Curriculum standards of competence determine appropriate priorities, and determine the form of the concept of the program which is part of the curriculum development. And with the development of the curriculum is also required to apply da set changes.

Principles of Curriculum Development

According Kunandar (2007:139-141) curriculum development at the primary school level to high school launched by the school and school committee based on the competency standards content standards and curriculum guides are made BSNP, Must be based principles as follows:

a) Based on the needs of development, needs and interests of learners and the environment.
b) Diverse and integrated
c) Responsive to the development of science, technology and art
d) Flirt with the needs of life
e) Comprehensive and continuous
f) Lifelong Learning
g) Balance between national interests and regional interests

Principles of Curriculum

According Kunandar (2007) in the implementation of the curriculum in each unitary education using the principles as follows: a) Implementation of the curriculum based on the needs and conditions of learners to master competencies useful to him; b) curriculum implemented by enforcing the five pillars of learning, namely: (i) learn to faith and fear of God Almighty; (ii) learn to understand and appreciate; (iii) learn to be able to implement and act effectively; (iv) learning to live together and be useful to others; (v) learn to build and finds himself, through an effective learning process, creative, active, and fun; c) The curriculum allows learners receive good service; d) Curriculum is implemented in an atmosphere of relations learners and educators mutual acceptance and respect, close, open, warm, and constructive; e) The curriculum is implemented using multi strategy approach and multimedia, which are source of learning technology; f) Curriculum implemented by utilizing, natural conditions, social and cultural, as well as the region's wealth of success with a cargo educators throughout the study materials optimally; and g) Curriculum implemented by the components of the existing curriculum.

The Role of Teachers in Curriculum Development

According to Sukmadinata (2006) in terms of expenditure, curriculum development can be distinguished between the nature of centralization and decentralization. In curriculum development, that centralization is uniform for the whole country, region or type of school level. In Indonesia today, especially in primary and secondary education used this capital. The curriculum for primary schools, junior high schools, senior high schools, and vocational schools in principle the same.

First, the role of teachers in curriculum development that is centralized According to Sukmadinata (2006) in the curriculum is centralized. Teachers do not have a role in the design and evaluation of curriculum macro compiled by a team or a special commission, composed of experts, teachers develop curricula in the field for a period of one year, a semester, a quarterly, a few weeks or a few theories alone, it is also called the lesson unit. The annual program, semiannual, quarterly one, or a set of lessons, methods and media, and the evaluation, only the breadth and depth vary.

With the above explanation it is clear the duty of teachers and decide on the appropriate objectives, selecting and learning stage in accordance with the needs, interests and stage of development of teaching methods and media have varied, as well as the development of programs and appropriate evaluation tools. A curriculum systematically arranged will facilitate its implementation, curriculum implementation is almost entirely dependent on the creativity, skill, seriousness and persistence of teachers. teachers should

Second, the role of teachers in curriculum development that is centralized According Sukmadinata (2006) centralized curriculum prepared by schools or groups of schools within a particular region or area. This kind of curriculum development based on the characteristics, needs, development of the area as well as ability. School or schools.

Centralized curriculum has several advantages and disadvantages. Strengths include:
a) The curriculum in accordance with the needs and development of society
b) The curriculum in accordance with the level and the ability of schools both professional ability, financial, and managerial.
c) Prepared by the teachers themselves are thus very easy in implementation.
d) There is a motivation to the schools (principals, teachers) to develop themselves, find and create the curriculum as well as possible, so there will be some sort of competition in curriculum development.

Lack of uniformity, for situations that require uniformity for the sake of national unity, the form is not quite right.
a) The absence of the same assessment standards,
b) The existence of difficulties when the transfer student student to school
c) It is difficult to manage and national assessments.

Not all schools (regions) have readiness to prepare and develop their own curriculum.

Implementation of Teachers To The Curriculum

According Oemar Hamalik (2008) implementation is a process of applying ideas, concepts, policies, or innovation in the form of practical actions so as to form an impact, either in the form of fruits of knowledge, skills, attitudes and values. While the curriculum according to Joko Susilo (2007) period of education that should be occupied by students who aim to obtain a diploma. So the curriculum implementation can also be interpreted as the actualization of the Based on the above explanation, it is clear that the implementation of the curriculum is the application or implementation of the program curriculum has been developed in the previous stage, then tested with the implementation of the management, while carried out adjustments to the field situation and characteristics of learners, both the development of intellectual, emotional, and physical.

The Curriculum Implementation Phases

According Oemar Hamalik (2008) the implementation of the curriculum covers three pages of principal, namely:
a) The development program includes the annual program, semester, or quarterly, monthly, weekly, daily, and there is also counseling.
b) The implementation of learning in essence, learning is an intellectual process between learners with the environment, resulting in a change of behavior better.
c) Evaluation of the learning curriculum implemented throughout the run.

Factors affecting curriculum

The factors influencing that:
a) Characteristics of the curriculum, which covers the scope of teaching materials, objectives, functions, properties, and so on.
b) Implementation strategy is the strategy used in the implementation of the curriculum.
c) Characteristics of curriculum development include knowledge, skills, values and attitudes of teachers towards the implementation of the curriculum in learning.

Principles of Curriculum Implementation

In the implementation of the curriculum, there are some basic principles that support the achievement of success, namely:
a) the acquisition of equal opportunity
b) centered on students
c) using approaches and partnerships
d) unity in diversity in policy and implementation.

Of the four principles above basically want to create or execution in the development of curriculum that teachers do to obtain good marks learning outcomes effectively and psychomotor.

Elements of Curriculum Implementation

According Oemar Hamalik (2008) in the implementation of the curriculum, there are various elements related as follows:

a) Implementation of curriculum the implementation of the curriculum puts principle-the principle of unity in diversity in the implementation of policies and national standards drawn up by the center, and how to implement tailored to each region or school.

b). The language of instruction Indonesian as a language of instruction in the country into learning activities, but if necessary the language and can also be used as an introduction.

c) The day learning The number of days to learn in a school year is 204 to 240 days, the number of weeks ineffectiveness is 34 to 40 days, and the settings based on the semester.

d) Curriculum Aactivities. Curriculum activities are grouped into intra activity curriculum and extra curriculum.

e) education personnel. Teachers are required to have appropriate qualifications and competence articular to support the achievement of competence of graduates in the educational unit.

f) Means and education infrastructure Implementation of learning using learning resources, books and learning tools provided by the government and society in accordance with the needs and apabilities.

g) Remedial, enrichment and accelerated learning Schools provide services to students who have difficulty learning through remedial activities.

h) Guidance and counseling. Schools provide guidance and counseling to students in the context of the development of personality, social, career and advanced learning.

i) The development and preparation of syllabus In many areas, schools develop syllabi in accordance with the conditions and needs of each, but stick with the standard commission competency.

j) The management of curriculum. School curriculum management is done by using all the elements of education providers, school committee, board of education, as well as business and industry to the conditions, needs, and the potential to realize the achievement of competency standards

k) Education of national standard

This school is given to produce graduates who can compete at international level. From the explanation of some of the elements above, is essentially an effort to establish eye learners are able in the implementation of the curriculum in the life of the world of education and is an attempt to realize the achievement of national competence, and effort to educate students to be able to compete in the field of skill in the field of community.

The Components of the Curriculum Implementation Plan

Curriculum implementation plan will experience a difference in the school system, depending on the organizational structure and scope. In addition, the implementation plan should be based on long-term curriculum plans, so that existing programs can be researched, revised and implemented in a period of time (usually made within a period of five years).

The components of the curriculum plan involves: (a). The new program of study, (b). Identification of resources, (c). Determination role, (d) proportional development, (e). Scheduling, (f). The communication system, (g). implementation monitoring

Description of alternative models of curriculum implementation

According Oemar Hamalik (2008) in relation to curriculum management functions, will put forward a new model of curriculum implementation. However, before any postulates important thing to understand, it must first be able to implement a development model management implementation strategy:

The implementation of the curriculum is seen as a system. While the functions of management is seen as an element of a system or subsystem process of curriculum implementation.

a. In each of the components of the process are the other components that make up these components.

b. In every phase of activity is always considered a state of internal and external factors related to the implementation of the curriculum.

c. Each of these steps are the implementation, planning and evaluation

d. Directions of interest at every stage of the implementation process is intended to produce periodic inter-related, from the overall aim to improve the conditions of implementation (internal and external quality).

With the above explanation it is clear that the implementation stage in general there are three, namely: the planning stages, stages of implementation, and evaluation.

Implementation And Evaluation Of Curriculum

According to Nana Sukmadinata (2006) emphasizes the development of curriculum contents, learning situations require time to prepare and incorporate them with the purpose of teaching long enough. A curriculum that emphasizes the situation, time, to prepare a shorter, whereas a curriculum that emphasizes the situation, the time to prepare a shorter, whereas a curriculum that emphasizes organizational preparation time is almost the same as the curriculum that emphasizes the content.

According Oemar Hamalik (2008) says in the evaluation aims to see the implementation of ongoing implementation process as a function controls whether the evaluation was according to plan and as a function of repair if the shortage. And the second goal, the end result is achieved, these results refer to the time criteria and the results achieved compared to the phase of planning.

CONCLUSION

From the result of exposure to the above data it can be concluded that profesionalismen teachers to implement the curriculum development through some competence of teachers themselves. profesionalismen teacher is a set of capabilities that must be owned by a teacher so that he can carry out his teaching duties properly. So to find a professional teacher teacher must have some professional competence in implementing curriculum development with the profession that demands a wide range of expertise in the field of education or teacher training. Professional teachers are the basic abilities of teachers in the knowledge of the preparation of learning outcomes and behavior of teachers in subject areas cultivated, the right attitude about the environment and have skills in teaching techniques.

Based on the teacher's role as manager of the learning process that professional teachers must have the ability: to plan the learning process, set goals, prioritize the material to be taught, choosing and using methods, selecting and using learning resources available, selecting and using instructional media, implementing a learning system, choose the form of appropriate learning activities, presents the learning sequence properly, evaluate the learning system, chose to build the type of evaluation, conducting evaluations throughout the process.

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DECISSION SUPPORT SYSTEM (DSS) TO DETERMINE SMART INDONESIAN CARD FOR EDUCATION HOLDER USING K-NEAREST NEIGHBOR METHOD

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ABSTRACT

Cost of education still become a spectre faced by most parents to be able to send their children to school, especially from underprivileged families. To overcome this problem, government has made comprehensive policies in education, one of them is Kartu Indonesia Pintar (Smart Indonesian Card for Education KIP), which is addressed to reduce cost of education for underpriviledged families. However, There are still many obstacles in the process of implementation of Smart Indonesian Cards. One of major problem is distribution process. There are students that should be eligible to receive KIP and haven't received the fund yet, and vice versa. The aim of this reserch is to develop system using k-Nearest Neighbor (k-NN) method to classify smart card receiver. k-NN is one of data mining classification methods that memory based model defined by a set of object known as examples. There are 4 atributes that been used in this paper to classified Student that is eligible to receive KIP. By using k-NN method in classifying student that is eligible to receive KIP resulted 100% of accuracy.

Keywords: k-nearest neighbor, smart Indonesian card , classification, DSS

Nowdays major problem in Indonesia is there still plenty of uneducated people due to financial problem. Many families still mind the educational cost, it is hard for them to fulfill their basic living needs (such as foods, cloths, home), hence education become less important for them. To overcome this problem, government has made comprehensive policies in education. Recently Kartu Indonesia Pintar (Smart Indonesian Card for Education KIP) are released, this card is addressed to underpriviledged families, to keep poor children to school and to reduce financial burden on families. However, there are barriers in distributing Smart Indonesian Card, there are many ineligible recipients.

K-Nearest Neighbor (k-NN) is one of data mining classification methods that memory based model defined by a set of object known as examples. K-NN have been studied in medical data mining found that k-NN classifier improve efficiency and accuracy amongst patients seeking emergency treatment in Kenya. This method also help to reduce errors in diagnosis, improving efficiency and effectiveness in treatment (Khamis, 2014).

Another Study about k-NN Algorithm is Survey of Nearest Neighbor Techniques. Comparison nearest neighbor techniques, there are structure less and structure based. Both are improves basic k-NN techniques and hold good in particular field under particular circumstances (Bhatia, 2010). This paper presents how k-NN method in classifying eligible recipients of Smart Indonesian Card.

Kartu Indonesia Pintar (KIP)

Smart Indonesian card aiming to overcome underprivileged families problems in financing their educational needs. Smart Indonesian card (KIP) guarantees and ensures that all school-aged children from underprivileged families to have financial assistance for having completion of high school education. Children of school going age (6-21 years old) whose families including Family Welfare program (KKS) automatically receive a card and benefit from the KIP if they are: registered in a school (either private or public and at all levels, including Islamic schools and boarding schools); part of a study group (study packages A/B/C); or enrolled in a training course. KIP will also extend to children of school-going age who are no longer in school, dropouts and bring them back to school (These include, for example, children who have social welfare problems, orphans, street children, child workers and the disabled).

The aim of KIP are to overcome financial barriers of having education in elementary and intermediate school, to prevents dropouts students caused by financial difficulties, bring back dropouts students to school to have educations, help underprivileged students to fill their learning activities, support 9-12 years compulsory education policies

K-Nearest Neighbor

K-nearest neighbor (k-NN) method represents classifying methods based on closest (k) objects in its neighborhood (Bramer, 2007). By grouping objects based on their closest neighborhoods and

lebeled a new object based on its closest k neighboring objects.
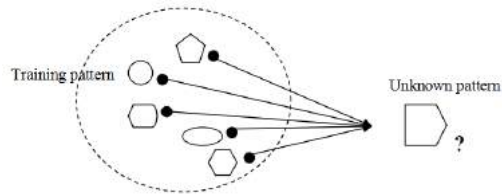
The above picture is illustration of k-NN algorithm. There are training dataset, new object to be classified and the distance (similarity between the new object). To classify the new object using k-NN computation as follows:

1. determine k (number of nearest neighbor)
2. calculate the distance (similarity) between new object and training data
3. sort the distance and determine k minimum distance
4. label the new object with the most frequent label on training data (majority voting).

Confusion Matrix

A confusion matrix is a method that commonly used to compute accuracy in data mining concept. There are four outputs from the formulation, recall, precision, accuracy and error rate .

1. Recall (sensitivity), is the proportion of actual positive cases which are correctly identified.
2. Accuracy, of actual positive cases which are correctly identified.
3. Precision, positive predictive value proportion of positive cases that correctly identified.
4. Error rate is a prediction error metrics for a binary classification problem.

A confusion matrix describe the performance of a classification model on a set of data test for which the true values are known (Bramer, 2007). The confusion matrix itself is relatively simple to understand. Example confusion matrix for a binary classifier:

Area Under Curve (AUC)

Area under curve is often used as a measure of quality of the classification models. A random classifier has an area under the curve

of 0.5, while AUC for a perfect classifier is equal to 1. In practice, most of the classification models have an AUC between 0.5 and 1.

KIP Determination using k-NN Method

There are four attribute that been used in this paper, whether the students is smoker, parent's income, number of parent's dependent, capability to purchase basic needs of study activity. 335 data is used as training data and 10 data is used as testing data. Following process are steps of k-NN method to determine KIP recipients.

1. Assign weight to the Attribute

To compute distance between attributes, weights are assigned to each attributes. Assign 0 weights for less influence attributes and 1 for most influence attributes (Larose, 2005). Weights for each attributes are as follows:

Table 1 Attribute's Weight

Attribute	Weight
whether the students is smoker	0,8
Parent's income	1
The number of parent's dependent	1
capability to purchase basic needs of study activity	0,8

2. Distance (similarity) Computation

Similarity computation for each attributes as follows:

Table 2. Similarity of Attribute 1

whether the students is smoker	Value 1	Value 2	Similarity
	Y	N	1
	N	N	0
	Y	Y	0

Table 3. Similarity of Attribute 2

Parent's income	Value 1 (in million)	Value 2 (in million)	Similarity
	0-1	0-1	0
	0-1	1-2	0,2
	0-1	2-3	0,4
	0-1	3-4	0,6
	0-1	4-5	0,8
	0-1	5-6	1
	1-2	1-2	0
	1-2	2-3	0,2
	1-2	3-4	0,4
	1-2	4-5	0,6
	1-2	5-6	0,8
	2-3	2-3	0
	2-3	3-4	0,2
	2-3	4-5	0,4
	2-3	5-6	0,6
	3-4	3-4	0
	3-4	4-5	0,2
	3-4	5-6	0,4
	4-5	4-5	0
	4-5	5-6	0,2
	5-6	5-6	0

Table 4. Similarity of Attribute 3

The number of parent's dependent	Value 1	Value 1	Similarity
	0	0	0
	0	1	0,3
	0	2-3	0,6
	0	4	1
	1	1	0
	1	2-3	0,3
	1	4	0,6
	2-3	2-3	0
	2-3	4	0,3
	4	4	0

Table 5. Similarity of Attribute 4

capability to purchase basic needs of study activity	Value 1	Value 1	Similarity
	Low	Low	0
	Low	Moderate	0,5
	Low	High	1
	Moderate	Moderate	0
	Moderate	High	0,5
	High	High	0

3. Distance calculation between new object and training data

Table 6. Sample of Training Data

whether the students is smoker	Parent's income	Number of parent's dependent	capability to purchase basic needs of study activity	Label
No	0-1 million	1	Low	Recipient

Table 7. Sample of Testing Data

	whether the students is smoker	Parent's income	Number of parent's dependent	capability to purchase basic needs of study activity	Label
	No	2-3 million	2-3	Moderate	Recipient

Similarity value of attribute 1 (whether the student is smoker)

Training data : No
Testing data : No

Similarity value : 0

Similarity value of attribute 2 (Parent's income)
Training data : 0-1 million
Testing data : 2-3 million

Similarity value : 0,4

Similarity value of attribute 3 (Number of parent's dependent)
Training data : 1
Testing data : 2-3
Similarity value : 0,3

Similarity value of attribute 4 (capability to purchase basic needs of study activity)
Training data : Low
Testing data : Moderate
Similarity value : 0,5

4. Sort the distance and determine k = 9 minimum distance

Assigned k value is nine, sort the distance between the above data test (table. 7) on training data set into nine minimum distance showed on the following table:

Table 8. k=9 minimum distance on data training

whether the students is smoker	Parent's income	Number of parent's dependent	capability to purchase basic needs of study activity	Label	Simila-rity
No	0-1 million	1	Low	Recipient	0
No	2-3 million	2-3	Moderate	Recipient	0,5
No	5-6 million	2-3	High	Non Recipient	0,5
No	3-4 million	4	Low	Recipient	0,5
Yes	2-3 million	2-3	Low	Recipient	0,5
No	0-1 million	1	Low	Recipient	0,5
Yes	2-3 million	1	High	Non Recipient	0,5
No	4-5 million	2-3	High	Non Recipient	0,5
No	2-3 million	2-3	Moderate	Recipient	0
No	3-4 million	1	Moderate	Non Recipient	0

5. Label the new object with the most frequent label on training data (majority voting)

From table 8 above the most frequent label on training data is "recipient" hence the new object will predict as "recipient".

Testing and Evaluation

There are 335 training data that been used in this paper. From 335 data, 173 data labeled as recipient and 162 labeled as non recipient. From 10 testing data, 6 data predicted true as "recipient" and 4 data predicted true as "non recipient".

ROC is two dimension graphs, horizontal lines as false positives and vertical lines as true positives (Xu et al, 2013). ROC curve has two lines, there are true negative specificity and true negative rate sensitivity. Specificity define as capability to detect negatives data and sensitivity define as capability to detect positives data. From the above calculation shows the area under curve value is 1,000 therefore k-NN become an excellent classifier to determine KIP's recipient.

CONCLUSION

This paper presents how k-NN algorithm applied to determine KIP's recipients. Evaluation process using Confusion Matrix, it has been shows the accuracy of 10 testing data on 355 training data is 100%. It has been shown that k-NN (k=9) method can be applied to determine KIP's recipients.

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IMPROVING MULTIPLICATION ARITHMETIC ABILITY USING JARITMATIKA TECHNIQUE IN THE DEAF 8TH GRADERS OF SMPLB PUTRA HARAPAN SRAGEN CENTRAL JAVA

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ABSTRACT

This research aimed to improve the students' multiplication arithmetic ability using jaritmatika technique in the deaf 8th graders of SMPLB Putra Harapan Sragen Central Java. The variable to be changed in this classroom action research was the improvement of students' multiplication arithmetic ability, while the action variable used was jaritmatika technique. This study was a Classroom Action Research (CAR) consisting of two cycles. The subject of research was the deaf 8th graders of SMPLB Putra Harapan Sragen Central Java consisting of 5 students. Techniques of collecting data used were interview, observation, test, and documentation. Data validation was carried out using data triangulation and content validity. Technique of analyzing data used was a descriptive interactive model of analysis. The result of research showed that the use of jaritmatika technique could improve the multiplication arithmetic ability of the deaf 8th graders of SMPLB Putra Harapan Sragen Central Java.

Keywords: arithmetic, jaritmatika, deaf students

Considering the Law No. 20 of 2003 about National Education System in Article 5 clause 2, it is mentioned that citizens with physical, emotional, mental, intellectual, and/or social disorders are entitled to get special education. Thus, the deaf students deserve to get equal education to the normal ones.

The students with hearing ability or called the deaf students will develop communication difficulty in teaching –learning process. There are three alternative basic teaching approaches to the deaf students: manual, oral, and total communication methods (David Smith, 2013: 283).

Mathematic learning for the deaf students is inhibited in the communication during teaching-learning process. It leads to the students' poor understanding on mathematic concept,

Mathematic is one of subjects taught in schools with more lesson frequency compared with other subjects. Nevertheless many people consider that Mathematic is the most difficult, frightening, boring, and unpleasant lesson. Considering the result of interview with teacher, multiplication belongs to the topic difficult to understand to the students. It can be seen from the score of daily quiz about multiplication arithmetic operation showing that out of 8 deaf 8th graders of SMPLB Putra Harapan Sragen, only 2 get the minimum passing criterion score (KKM) of 60, while the other 6 students have not meet the specified minimum passing criterion. It is because in delivering multiplication concept, the teachers use more conventional method, by compelling the students to memorize by means of mental calculation (*mencongak*). This delivery method, of course, in addition to extinguishing the students' creativity, also removes the meaningful learning elements. Delivering material in Mathematics should depart from concrete things to the abstract ones, as suggested by Maryana and Soedarinah (2001: 65), Mathematics is "the hierarchic knowledge, meaning that it is organized in certain sequence, departing from the simple thing to the complicated one, from the concrete to the abstract thing".

Here is a teacher's obligation to implant the feeling of pleasure (interested) in mathematic learning material about multiplication by stimulating and motivating the students to love Mathematics. Through *jaritmatika* technique, it is expected that Mathematic learning can give more meaningful and complete (intact) experience to the students in order to achieve the maximum learning outcome as expected.

Recently many counting methods have developed. Essentially, all of methods are good, and every student deserves to learn the existing technique, so that they will be rich of some technique. One of methods developing for Mathematic learning, particularly in arithmetic (counting) is *Jaritmatika* technique. *Jaritmatika* is an easy and joyful counting technique using hand fingers" (Septi Peni, 2008: 17).

Here is the procedure of learning basic group multiplication (number 6-10).

1. Before learning *jaritmatika*, the students should understand first the number of symbol of number.

2. Thereafter, the students identify the concept of multiplication operation.
3. The students are previously invited to have fun, for example, singing
4. Identifying the symbols used in *jaritmatika*. It can be done through direct practice, the students are asked to raise their fingers and then to demonstrate the formation of fingers used in *jaritmatika* as illustrated below:
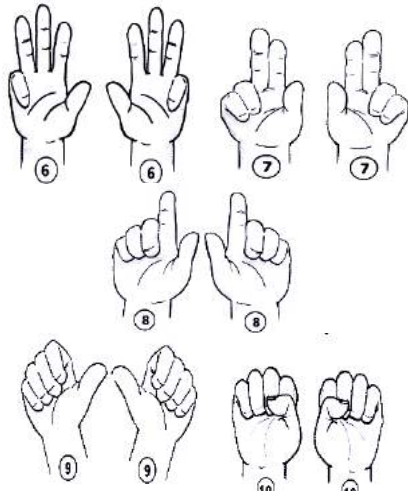
Figure 1. The formation of Multiplication *Jaritmatika* for numbers 6-10

5. The students are taught how to count with *jaritmatika* with the following provision:

Formula: **(T1 + T2) + (B1 x B2)**
Note: The fingers of right hand are closed (tens/*puluhan*), T2 = the fingers of left hand are closed (tens), B1 = the fingers of right hand are opened (ones/*satuan*), B2 = the fingers of left hand are opened (ones/*satuan*),

6. Teacher and students do the multiplication operation by demonstrating using hand finger. For example:
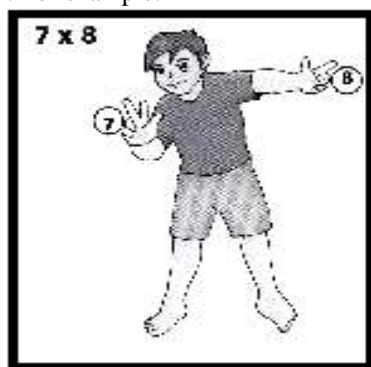
Figure 2. Multiplication Counting Formation

Right hand (7): little finger and ring finger are closed (folded)
Left hand (8): little finger, ring finger and middle finger are closed (folded) 7 x 8 can be solved as follows. The closed finger has tens value, summed. The opened fingers have ones value, multiplied. Its *jaritmatika* formation is as follows:

Figure 3. Example of Finger Formation when counting using Jaritmatika

7 x 8 = (T1 + T2) + (B1 x B2)
= (20 + 30) + (3 x 2)= 50 + 6= 56

7. Ask the students to have fun continuously, never bother the students to memorize the symbols of jaritmatika.
8. Practice it routinely, so that the students will feel happy without compulsion to memorize.
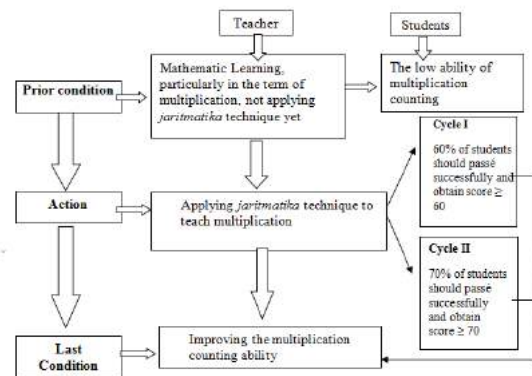
Figure 4. Framework

From the framework above, it can be found that before using *jaritmatika* technique, the learning outcome of multiplication counting ability is low particularly. But after using *jaritmatika* technique, there is a significant improvement in multiplication counting ability. This research is conducted in two cycles and ends when the mean class score of 70 has been achieved and 70% of the 8th graders have obtained score ≥ 60 (KKM). Not only teachers but also parents can used this *jaritmatika* technique in the learning at home. Through the role of teachers and parents, and of course the students' intention, this *jaritmatika* technique is expected to help improve the students' ability in Mathematic subject, particularly in multiplication counting. The basic problem the writer wants to address in this research is: "How to improve the multiplication arithmetic learning using *Jaritmatika* technique?" This research aims to improve the multiplication arithmetic ability using *Jaritmatika* technique in the deaf 8th graders of SMPLB Putra Harapan Sragen in the school year of 2005/2016.

METHOD

This research was taken place in SMPLB Putra Harapan Gondang Sragen, Central Java, Indonesia. This research was conducted in the school year of 2015/2016 from January to 2016. This study was a Classroom Action Research (CAR). I. G. A. K Wardani, et al (2006: 1.3) stated that *penelitian kelas* is the translation of *classroom action research*, an action research conducted in the classroom. CAR is the research conducted by teacher alone or in collaboration involving author, teacher, students, and other employees of school aiming to improve the system and the performance of teacher in the attempt of improving the quality of students' learning process and outcome. This classroom action research used *jaritmatika technique* to find out whether or not there is an improvement in the students'; multiplication counting learning outcome. This research was implemented in 4 stages: planning, acting, observing and reflecting.

The strategy used in this research was descriptive qualitative one. This strategy aimed to describe and to explain the reality in the field through observation. In this case, the object observed was multiplication counting learning activities before and after the action was given using *jaritmatika* technique.

The subject of research consisted of teachers and the deaf 8th graders of SMPLB Putra Harapan Gondang Sragen in the school year of 2015/2016. Meanwhile, the students studied consisted of 8: 3 boys and 5 girls.

The object of research was the multiplication counting learning activity in mathematics/counting subject in the 8th grade of SMPLB Putra Harapan Gondang Sragen in the school year of 2015/2016. The Classroom Action Research (CAR) conducted can be illustrated in the figure below.
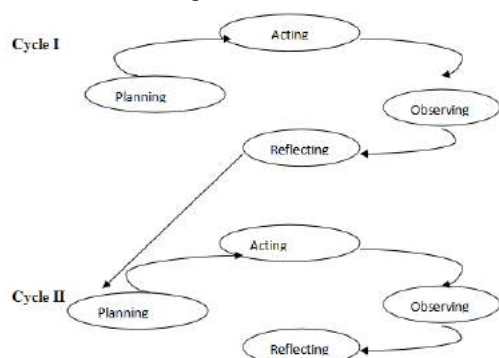
RESULT AND DISCUSSION

Considering the result of research as shown in some tables, it can be found the improvement of learning process, particularly the students' counting ability in multiplication material in each cycle using *jaritmatika* technique. The improvement can be seen from the mean score of learning outcome the students obtain in prior condition before the action and after the action in cycles I and II, each of which is conducted in three meetings. It can be seen in the table 5.

Table 5. The mean mathematic score and percentage classical passing of Multiplication Counting Ability above KKM in Prior Condition, Cycle I and Cycle II

Mean Score			Percentage (%)		
Prior Action	Cycle I	Cycle II	Prior Action	Cycle I	Cycle II
59.25	69.70	79.60	45	70	80

Considering the table above, it can be seen that the number of students obtaining score ≥ 60 (KKM) increases significantly. It indicates that the Mathematic learning conducted by teacher can be said as successful.

The improvement of average Mathematic score through the application of learning with *Jaritmatika* technique can be presented in the chart in Figure 6 as follows:
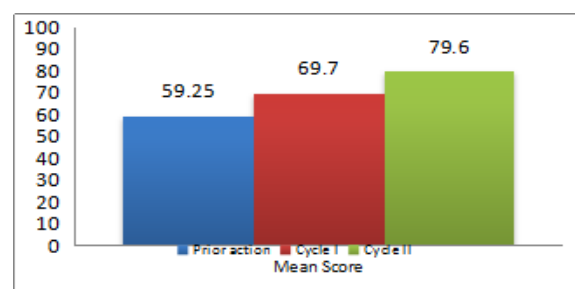
Figure 7. Chart of the Improvement of Mathematic mean score in Multiplication Material in the 8th graders of SMPLB Putra Harapan Gondang Sragen in prior Action, Cycle I, and Cycle II.
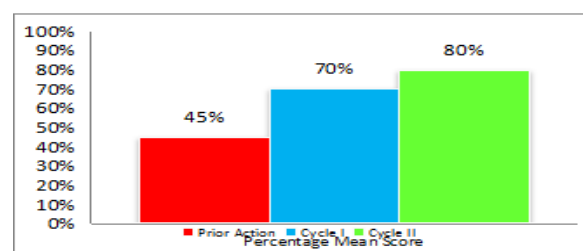
Figure 7. Chart of the Improvement of Mathematic mean score in Multiplication Material in the 8th graders of SMPLB Putra Harapan Gondang Sragen in prior Action, Cycle I, and Cycle II.

The constraints found in respective cycles are different. In cycle I, the constraints found are teacher delivers information unclearly and quickly so that the students have not been able to understand yet, teacher does not reprimand firmly the students paying less attention to the lesson as indicated with the crowded students, teacher has not conditioned yet the conducive learning

circumstance. The students' willingness to receive the lesson is still apparent, the students attend the learning less enthusiastically. The students answer the teacher's question less actively because they still talk to each other about anything out of the learning material. The students' bravery in going to the front to make demonstration is low.

The students' failure in doing the assignment during learning process derives from: 1) the students understand poorly the learning with *jaritmatika* technique, 2) the students are still confused with *jaritmatika* formation or the procedure used, because it is a new thing, 3) when doing multiplication counting for numbers 6-10 with two-digit result, many students still use repeated addition, 4) some students still disturb their friends thereby inhibiting the assignment completion.

The attempt of dealing with the existing constraints in cycle I conducted in the improvement attempt is to redirect the students toward *jaritmatika* formation or the procedure in learning using *jaritmatika* technique, during the learning process, teacher (author) asks the students randomly to go to the front to demonstrate *jaritmatika* formation and to calculate multiplication using *jaritmatika* technique. In addition, teacher provides the more difficult number concept in order to improve the students' counting ability. The learning in cycle II has been successful so that there is not significant constraint.

Thus, it can be found that one attempt of improving the multiplication counting ability in the 8th graders of SMPLB Putra Harapan Gondang Sragen, by applying *jaritmatika* technique. It occurs because the learning with *jaritmatika* technique can facilitate the multiplication arithmetic operation without memorizing.

Considering the result of research, it can be found the improvement in teacher's and students' activity in Mathematic learning using *jaritmatika* technique. The improvement in the learning activity in cycle I and cycle II can be seen in the table below.

The improvement of teacher's and students' activity in learning in the class in Cycle I and Cycle II.

Aspect	Activity			
	Teacher		Students	
	Cycle I	Cycle II	Cycle I	Cycle II
Mean Score	2. 23	2. 84	2. 42	3. 00
Category	Fair	Good	Moderate	High

CONCLUSION AND IMPLICATION
Conclusion

Considering the result of classroom action research conducted in two cycles by applying *jaritmatika* technique in the 8th graders of SMPLB Putra Harapan Gondang Sragen in the school year of 2015/2016, it can be concluded that the learning using *jaritmatika* technique can improve the multiplication counting ability in the 8th graders of SMPLB Putra Harapan Gondang Sragen. It can be seen from the students obtaining mean score of 59.25 with percentage successfully classical passing of 45% in prior condition before the implementation of action, 69.70 with 70% in cycle I, and 79.6 with 80% in cycle II. Thus, classically, the learning has achieved successful passing of learning.

Implication

Learning application and procedure in this research is based on the learning by applying *jaritmatika* technique in the implementation of Mathematic learning. The model used in this research is cyclical model consisting of two cycles. Cycle I is conducted on April 22-24, 2016 and cycle II is conducted from April 29 to May 1, 2016. The indicators include: (1) ability of identifying multiplication as repeated addition, (2) ability of multiplying number up to 100 in many ways, and (3) ability of solving the problem containing multiplication. In every implementation of cycle, there are four activity steps: planning, acting, observing and reflecting. This activity is conducted cyclically; before implementing the action, there should be plan by paying attention to previous cycle. The action in each cycle can improve the quality of learning. It is based on the analysis on the development from one meeting to another in one cycle and the analysis on the development of improved process in cycle I and cycle II. Based on the result of research above, *jaritmatika* technique can evidently improve the students' multiplication counting (arithmetic) ability. In relation to this research, the implication of research result can be elaborated as follows:

Theoretical Implication

The theoretical implication of research shows that the learning applying *jaritmatika* technique can improve the students' counting ability in multiplication material. In presenting learning material, teacher should be able to choose the appropriate learning method to facilitate the students master the learning material well. The learning using *jaritmatika* technique can improve the counting (arithmetic) ability in multiplication material because in this learning, the students conduct experiment freely with brain tissue so that the student will understand and then memorize the

learning material themselves without compulsion or pressure from parents and teacher.

Practical implication

The result of research can be used as the feedback for the teacher to improve the appropriate learning strategy and method thereby improving the quality of teaching-learning process in line with the objective to be achieved by the students.

Therefore this research can be used and developed by the teacher in dealing with the similar problems generally encountered by most students. The constraints encountered in Mathematic learning using *jaritmatika* technique should be dealt with as maximally as possible. Thus, activeness, creativity, motivation and ability highly encourage the successful learning, particularly Mathematics.

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LANGUAGE EDUCATION AND HUMANIORA

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ABSTRACT

Language education in Indonesia may be discussed by overviewing the nature of the three language categories in the country: Indonesian language, indigenous language, and foreign language. From the picture of how the three groups of languages work and function, the problem raised in this paper is based on two fundamental assumptions. Language education in this multilingual and multicultural country is not done on the context of literacy, on the one hand, and it is not yet considered important in comparison with that of the subjects related to basic science and technology, on the other. After reviewing a number of models of bilingual education and comparing them with what has been done in Indonesia, a preffered model will be offered. Finally, it will also be suggested that language education in Indonesia should be associated with literacy development in a wider sense. Furthermore, meanwhile language education should be given an adequate room, language teaching should be based on the functional use of the existing languages in the country and should be done in tandem with the teaching of content since content is delivered through the medium of language.

Keywords: language, education, models, content

In order to seek a preferable model of language education in Indonesia, it is necessary to overview the nature of the three language categories in the country: Indonesian language, indigenous language, and foreign language. At the same time, in order to find out a suitable model of language teaching, it is also necessary to have a look at how these languages are now taught. As the national language of the country and the language of a wider communication as well, Indonesian language is used as the medium of instruction at all levels of education from kindergarten to university. It is also taught as a subject for 6 years in elementary schools, 3 years in secondary schools, 3 years in senior high school, and one year at university levels (but in the department of Indonesian language and literature, it is taught throught the course programme). In the second category, indigenous language amounting to around 500 are used as communication mean within the communities, but are not used as the media of instruction, except the major ones in the areas where students are not yet ready to have Indonesian language as the medium of instruction until year 3 in elementary schools. But the indigenous languages having significant roles and traditions in arts and literature are taught as subjects from elementary school to secondary schools. Similarly, in the departments of indigenous languages, they are taught at university levels throughout the course programme. Finally, foreign languages, especially English, are taught as subjects in secondary schools (3 years), senior high schools (3 years), and at university levels (one year). However, in the departments of foreign languages, for example

the department of English, the subjects are also taught throughout the course programme. Although English is not used as a means of communication in the community, it is a compulsory subject at all the levels above, except elementary schools.

The choice of Indonesian language to be national the language-meaning that it must be used in any formal administrations and any government sectors, including educational institutions-is historical in nature. It has taken its root since the Indonesian youth declared their oath in 1928 when they believed that they would be successful in struggling against the Dutch colonisation if they were unified in terms of one nation", "one country", and "one Ianguage"-Indonesian (Alisyahbana, 1984a: 48). For the purpose of nation building, the choice is favourable, but from the point of cultural heritage, it had to push a side such big indigenous languages as Javanese or Sundanese having 50 million and 20 million speakers respectively, much greater than the number of speakers of Malay to be adopted as the national Indonesian language at the time. Another interesting phenomenon of the language education in Indonesia should be put forward first. It is mostly the responsibility of the Department of National Education to conduct language education in the country, but it is the concern of the Language Planning Agency, the Pusat Bahasa, based in Jakarta to maintain the development of Indonesian language and the indigenous languages (excluding foreign languages). Beyond the expectation, the two institutions do not normally make language policies Which are complimentary with each other. For example, the former has not yet placed language as an important subject compared with those of science and technology, meanwhile the latter

considers that language is crucial, so that Indonesian language has been engineered to a certain direction under the government's interference through the so-called "language planning" or "language standardisation". With the interference, it can be seen that the development of Indonesian language has been some-what unnatural in that its phonological, morphological, syntactic, semantic dynamics are strongly controlled. The agency tends to reject whatever influence from both indigenous and foreign languages, though very often unavoidable. However, actually Indonesian language has been developing by itself very rapidly regardless the *Pusat Bahasa* does, and in fact there have thus been two contradictory influences, one bottom up and the other top down.

DISCUSSION
Language Education and Literacy

In such a condition, the education of the three languages may, to some extent, compete with each other in terms of national identity in general and the government policy in particular. Indonesian language education is kept still and firm for the sake of national identity, whereas at the same time indigenous languages are mainly taught as subjects for the purpose of maintaining local cultures (although sometimes only superficially), and foreign languages are often placed as instrumental means.

No doubt that what is done by the Pusat Bahsa is beneficial, but putting the emphasis strongly on the development of Indonesian language and paying less attention to that of indigenous and foreign languages have resulted ill some obvious impacts to language teaching. On the other hand, meanwhile the Department of National Education is responsible for the implementation of language education in the country, and in fact the department policy has not yet counted language as an important subject in the school curriculum, the policy does not seem to eliminate the impacts. The most profound impact is that the national curriculum should always be contented with what is considered "standard Indonesian language" even though by definition, the standardisation rules are sometimes inconsistent-and consequently, the richness of Indonesian dialects is put aside. In so doing, an ambitious target is expected that all of the Indonesian speakers would be able to use the language properly in most of linguistic domains. Another impact is that indigenous languages are practically ignored. It is true that the languages are only used locally and only some of them have a great number of speakers, but in a multilingual community it is unfair not to promote the languages in the same way as promoting Indonesian language. After all, it is commonly agreed recently that they should be preserved because they can contribute to maintaining local cultures, but real actions in terms of placing them m a well-planned framework of language education as a whole are poorly done. Similarly, foreign languages receive a somewhat bad impact in that they are simply put in the curriculum, except in the relevant university departments, as a means to achieve instrumental purposes, for example to satisfy job markets. The literary subtleties and mutual understanding of foreign cultures trhough foreign language learning are rarely touched.

In terms of language democracy, then, the way to place the three groups of languages creates a linguistic nation. Borrowing Philipsons' term (1992), since the way of placement leads to a condition where Indonesian language is to be made superior and is likely to abandon the other two, "linguistic imperialism" does occur here. More. over, as the language policy is primarily set up for the sake of nation building, it also creates a condition which is of-ten abused by a certain "government elite" to indoctrinate its ideology through employing euphemistic (lndonesian) language. It is, therefore, essential to argue that in language education and language teaching, the three groups of languages must be taught relatively equally, and that in the context of language use in different domains, including the government domain, it is not only "linguistic democratisation" that still requires "more understanding" (Santosa, 1998a) in many aspects of life, but also a type of language awareness through which people are fully concerned with how the three groups of languages should actually work and fulfil their functions. Language awareness in education, in particular, is crucial when language is seen as "a goal (language arts, literacy, other Languages) and as a vehicle (learning through lecturing, through conversation, through reading, through critical thinking, and so on)" (van Lier, 1995: 98).

The competition of the three groups of languages should not occur if they are placed in accordance with their own functions and roles, and are let open from outside influences with only little intervention for some technical reasons. Likewise, as will be presented below, the three groups of languages will support each other, when they are taught hand in hand under the concept of literacy.

However, as already stated, in comparison with the education of basic science and technology, that of the three languages is considered peripheral. To make the matter worse, language teaching has not yet been well programmed. It can be seen from the fact that (1) language curriculum is not properly set up to accommodate the nature of the existing

languages in the country and the needs required in this changing world, (2) language teach-ing materials (including books) are not well selected and produced, and (3) most language teachers do not have good qualifications and are not likely to be well prepared by the government.

As far as the language curriculum is concerned, the national curriculum is merely a type of package to be given to the learners in a uniform way without carefully considering the local diversities back rounding them. Further-more, in terms of materials sequencing and scope, the al-located time is sometimes not enough to cover the whole materials. Similarly, language books available are usually produced by orders, not as a result of a thorough materials selection and sequencing, nor as a reflection of the principles of language acquisition. Finally, language teachers generally deliver the materials in the books by strictly following the teaching guidance (GBPP) in the curriculum without modifying them with regard to the philosophy of language teaching with reference to approach, method, technique, etc (Cf . Richards & Rodgers, 1986). For the reasons, language teachers must have significant qualifications in language teaching.

Whereas it should be highlighted that language education must be seen as importantly as the education of the others, there is still a big problem in language teaching in Indonesia seen from the perspectives of how language is approached in the learning and teaching implementation. What usually happens is that language is presented as a science offering a set of rules (knowledge), not as a means of oral and written communication (skills). At a school setting, for example, students are usually taught to know about language as language, not to know of how to use language in real situations. The research on the literacy of students at the third year elementary schools in Surakarta (Santosa, Wiratno, & Yustanto, 1996) suggests that they are very good at constructing individual sentences, but they are very poor in connecting the sentences to form a type of meaningful discourse. It implies that they are able to write and read sentences as they are, but they cannot build their experiential meaning that shows-following Halliday (1978)—a configuration of "context of situation" and "context of culture" in some more abstract texts. This is also evident in the language performance of the graduates of senior high schools. They generally cannot communicate their ideas in a systematically accepted language either in oral or written modes. The same evidence applies to their mastery of English as one of foreign languages. The phenomena can also be partly explained from the result of the research above. It shows that the effort of building the academic situations at schools (as part of a literacy effort, if it can be said so) is not always in accordance with what the students face outside the classroom and at their homes. At schools, especially in the classroom, they are forced to have their learning activities with Indonesian language. On the contrary, what they have outside the classroom and at homes is sometimes completely different: many of them rarely use Indonesian language to speak and read, let alone reading materials are not always avail-able. With the case of English, students do not normally use the language outside the classroom either.

Therefore, it can be underlined that teaching languages should not simply deal with passing it to the learners by prescribing language formulas to be learned. A language learner is said to be successful when he or she masters the language formulas and is able to use them in various types of contextual communication both inside and outside the classroom. Ideally, language is taught from the two angles in balance. Teaching a language is not a matter of grammaticalisation without encouraging the learners how to use the grammar in real life. This occurs, because-as already stated above-languages are not taught under the framework of literacy.

Unfortunately, it is generally assumed in Indonesia, or perhaps in most developing countries, that literacy has to do only with "letters", with how to teach people to be able to read and write. If this is the case, then people are only required to be able to produce and utter words as they are spelt. In other words, they do not involve in reading and and writing activities as ways of self-expression, representation, and cultural interpretation. In a wider sense, in fact, literacy is concerned with any effort allowing people to be well informed and knowledgeable. Jane Mace even suggests that setting up a literacy effort should be more than merely "a solution of the problem of illiteracy" (Mace, 1992- xv). It means that being literate will further include being able to absorb and disseminate information, taking place in different domains with different purposes. People are therefore supposed to be familiar with what-ever published in public media either in print or electronics, and they are likely to be able to give meaning them-selves to what they have received and communicate it with others in many ways. So literacy is a multifaceted manifestation of reading, writing, and thinking through which meaning is created within a sociocultural context (Perez, 1998: 4). It is always culturally and socially bound.

It is on this context that language education and language teaching in Indonesia must be relied.

Nevertheless, in order not to be pessimistic, it can be overviewed that language education in Indonesia has been long leading to a separate path of literacy development where people are only trained to be literate either formally at schools or informally at community groups outside the schools. In both types of educational settings, the learners are fed up with theories of a language or languages with which they merely read and write, without being encouraged to see and experience the multidimensional functions of the language or languages. On the basis of this phenomena, it turns out that Indonesia has so far bred not only "political illiteracy" 1998b) as a result of the New Order Regime's (Santora, supremacy for over 30 years, but also cultural, social, and mental illiteracies. If the language teaching is done in the way that language is not only seen as knowledge to be understood, but also as skills to be put into practice with respect to its social, economic, and cultural, political functions, it has been done in line with the principles of literacy.

It is obvious that Indonesia is a multilingual and multicultural country? People use indigenous languages locally and Indonesian language nationally. But some others should use foreign languages, especially English, to cope with international requirements in this global environment. Considering the fact, there must be another layer of multiplicity in association with the modes of expression and representation with the uses of various means, among others, the most salient multiedia and World Wide Web. In the situation, the application of "multiliteracies" taking into consideration of national diversity and global interrelatedness is required.

Multiliteracies argument suggests the necessity of an open-ended and flexible functional grammar which assists language learners to describe language differences (cultural, subcultu, regional/na tional, technical, context-specific, and so on) and the multimodal channels of meaning now so important to communication (Cope Kalantzis, 2000: 6).

To this extent, rethinking language education in terms of "what to teach" and "how to teach" is essential. In this paper the "what to teach" and the "how to teach" Will not be separately discussed in details. Favourably, they will be simultaneously presented in the model of language education in multilingual/multicultural settings and in the model of teaching the language and the content below.

Language Education in Multilingual and Multicultural Settings

There are many multilingual and multicultural countries in the world. How-ever, the linguistic map of Indonesia is divergent from those of the countries. Because of the Indonesian multilingual and multicultural uniqueness, language education and language teaching in this country must also be differently implemented from those in the other multilingual and multicultural countries.

The multilinguality of the three countries, for instance, differs from that in Indonesia for some respects. Firstly, in the three countries the national language is English-which is in fact the language of the world, whereas in Indonesia it is Indonesian language-which is one of the local languages in the globe, and English is the first foreign language.

Secondly, the local languages in the three countries are mostly ethnic languages brought by immigrants from their home countries who do not normally use them in their present community (except in such smaller domains as family), but the local languages in Indonesia are those vernaculars developing indigenously in the community and are actually used in wider domains, including family, education, workplace, religion, printed/electronic media, and so on. Therefore, it is important to put forward that the multilinguality in the three countries is usually personal, whereas in Indonesia it is societal/communal. That is to say, in the three countries there are a number of bilingual people who are able to speak more than one language but not necessarily use the ethnic ones in the community, whereas in Indonesia people speak more than one language, and their mother tongues are often the indigenous languages which are indeed used for various reasons in their own community. At the same time, Indonesian language is also used as a wider means of communication. Thirdly, from the point of view of language acquisition in bilingual settings, children often acquire Indonesian language soon after or while they acquire their mother tongues. Therefore, in some situations, Indonesian language is the second language of a number of children, but in some others children have both Indonesian language and indigenous languages as their mother tongues.

Finally, in conjunction with language identity and language attitude, in the three countries people tend to use their ethnic languages when they meet their peers from the same home countries. Maintaining the immigrants' ethnic languages with reference to national identity may not be a real concern in the three countries (Wiratno, 1993— I will put an emphasis on the case of the maintenance and shift of Indonesian language in Sydney, Australia; Cf. Faltis & Wolfe, Eds., 1999 for the recent profile of bilingual education in the US, with a particular contrast between immigrants` ethnic languages and the dominant English; and see Clyne, 1993 for ethnic languages mapping in

Australia), but maintaining the indigenous languages in Indonesia is a culturally and attitudinally serious problem. Having such a linguistic map in Indonesia where the necessity of using the three groups of languages is inevitable, a carefully planned language education must be sought. In the following, after a brief review of some models of bilingual education, a potentially suitable bilingual education model will be offered.

The bilingual education so far known in Indonesia is the one which is not necessarily similar to any of the above categories. In fact, the system of education in the country is Indonesian language monolingual, and therefore Indonesian language is the only formal medium of instruction used in educational institutions. As previously stated, it is true that in certain districts indigenous languages are al-lowed to be used until Year 3, but it is simply because of" matter of giving chances to the school children to use their indigenous languages before they are ready to transfer to the Indonesian language mainstream. In association with the transitional model, what is done in Indonesia is not the case because it is not aimed at incorporating the subject matter in the curriculum into the indigenous language teaching objectives. Compared with the maintenance model, it is not the case either since it does not encourage the students to have equal proficiency in both indigenous languages and Indonesian language, let alone indigenous languages are not used on purpose as the instructional media. It is also true that in some places indigenous languages are taught from primary schools to senior high schools (and in some other places at university levels as local content), but they are formally put in the curriculum just to show that the local identities still exist (regardless of how and whether they still do). For the reason, it is clear then that it does not belong to the enrichment model. In addition, from the point of view of bilingual education, foreign languages are not taken into account at all. They are not used as the media of instruction. Except in the relevant departments and in the teaching of language for specific purposes (LSP)—that is teaching by incorporating the content area, they are taught at schools and university levels, as already mentioned, as instrumental purposes. According to Nababan (1979: 209-210), the Indonesian system of education is not designed to promote the multi-lingual situation in the country, and although it does not mean that the government does not provide the indigenous languages with rooms in the curriculum, it is not designed so because it is based on the general philosophy

that the indigenous languages will be learned by children naturally since they are used in the community. It is actually unfortunate that until today the potentiality of Indonesian multilinguality has not yet taken into account in developing language education in the country. The model being offered here is essentially the enrichment model. The difference is that in this modified model three groups of languages are all together involved, in contrast with the original one normally involving only two. With reference to language rights, literacy principles, multilingual issues, and the central roles of language in education, the model will be the one taking into account the teaching of the three groups of languages in a considerably balanced proportion, by not only teaching them as the subjects in the curriculum but also using them as the instruction media in educational institutions. But with the case of foreign languages, since English is the most dominant among the other foreign languages in Indonesia, it is English that is advisable to be chosen as the instruction medium.

In this model, in addition to using Indonesian language as the medium of instruction at any levels of educational institutions (16 years, plus 2 years in kindergartens), the potential indigenous languages are also proposed to be used as the media of instruction throughout the span of time at elementary schools and secondary schools (9 years, plus 2 years in kindergartens), and English as well is used as the medium of instruction from senior high schools to university levels (around 7 years). In the implementation, the teaching of the three groups of languages as subjects conducted thus far should still be continued.

Teaching the Language and Teaching the Content

To support language teaching which is implemented in the context of literacy, and to highlight the model of language education under the framework of bilingualism, in the following, the model of language teaching where teaching the language and teaching the content are simultaneously done will be offered.

The issue of teaching the language together with teaching the content has been known for a long time, and it might even take its roots hundreds years ago (Mohan, 1986; Brinton, Snow & Wesche, 1989: 4). Starting to gain its popularity since 1980s, today it is quite a lot put into practice in various second /foreign language instructional settings (Brinton, 2000: 48).

Basically, it is a model of language teaching which is based on the integration of language and content. "The language curriculum is based directly on the academic needs of the students and generally follows the sequence determined by a particular subject matter in dealing with the language

problems which students encounter" (Brinton, Snow & Wesche, 1989: 2). The argument underlying the model is that since the medium of instruction is obviously language, the subject matter instructed will not be understood when the language used is not understood. For example, teaching biology can be done together with teaching the language used; and therefore, the concepts of biology are only understood if the language used to figure out the concepts is also understood. In short, content is always delivered through language, and the teaching activity is implemented just by putting four language skills (listening, speaking, reading, and writing) in the subject areas. In other words, it is content-based language teaching4 where any subjects can be incorporated into it.

Coming back to the modified model proposed above where Indonesian language, the potential indigenous languages, and English (to represent the other foreign languages) are used hand in hand proportionally, the framework of the model of language teaching put forward here can be described as follows.

The potential indigenous languages are expected to be used as the media of delivering those subjects related to moral values, cultures, crafts, traditional arts and music, local literature and philosophy, and the other local contents. English is used as the medium of delivering those subjects related to science and technology. Finally, Indonesian language is used in combination as the general medium of instruction that may cover the subjects ranging from moral values to science and technology.

This type of framework can hopefully eliminate the controversy that the portion of language education nowadays is much smaller than those of the subjects related to science and technology. Since very important roles are given to the three groups of languages in delivering the subjects other than language subjects, the model will automatically' employ the teaching of the languages as well, and there lore language education will be no longer considered peripheral. On the other hand, from the point of view of multilingual and multicultural contexts of indonesia, the model will upgrade the linguistic and cultural heritage of the country. Not less important than the two arguments, the model will in turn make up the development of literacy. With adequate understanding and mastery of the three groups of languages, the opportunities of absorbing and distributing the information from many angles will be open.

CONCLUSION

In elucidating the language education in Indonesia which is multicultural and multilingual, the nature of Indonesian language, indigenous languages, and foreign languages (English) has been discussed. After reviewing a number of bilingual education models and comparing them with what has been done in the country, a preferable model of language education considering the three languages as the media of instruction in addition to being only as the taught subjects is offered. In completion to the model, a language teaching that incorporates content areas into it is also suggested. The application of such kinds of language education and language teaching has been counted as the implementation of literacy development issuing the functional use of the existing languages in this multilingual and multicultural country.

However, putting the proposed models of language education and language teaching into practice is not without consequences. The following implications will presumably appear.

The promotion of the indigenous languages to be the media of instruction should not be taken as a distortion to the roles of Indonesian language as a means of reaching the "Indonesianness" in terms of rnodernisation (Alisyahbana, 1984b). Rather, in terms of language rights, and by referring to the Additional Ex-planation of the 1945 Constitution, such an effort will contribute to colouring the Indonesian cultural plurality. In return, English can play its important role in accelerating the process of Indonesian modernisation.

With regard to van Lier's view on language as a ye-hide cited before, a difficult question may come up, whether the indigenous languages expected to be used as the media of instruction can cope with the area of science and technology in response to their vocabulary range, whereas even Indonesian language itself, compared with English, sometimes cannot. But if the two groups of languages are quite open to out-side influence, foreign technical terms can be adopted. Similarly, with respect to language planning, the language contacts resulted from the application of the models of language education and language teaching above should be regarded as beneficial aspects for the development of the Indonesian and indigenous languages, not as the dangerous ones destroying the phonological, morphological, syntactic, and semantic properties of the languages.

The application of the models requires some reforms in curriculum design, and in so doing, it will demand a good coordination among the related institutions to be responsible for not only language education but also education in general.

In relation to the new curriculum design, the adjoining problems will be things like teacher

training, book production, providing facilities and equipment.

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OPTIMIZE THE ROLE OF SCHOOLS IN BUILDING CHARACTER

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ABSTRACT

The concern for the human Dehumanization process characterized by the deterioration of the human characters (called the nation) these days. For that Jokowi government today moved to do Mental Revolution, Kemendiknas perform revitalization movement of character education in schools through a variety of learning activities in the school program. Schools are educational institutions which happen to be controlled by the formal curriculum, for the character education in schools is also integrated with curriculum implementation is done through various learning programs in schools. The problem is in the implementation of character education in schools can not be run optimally due to various limitations that exist in the schools, which are limited the role of the school in character building school kids who are school environment. To optimize the role of the school in character education, character education schools need to implement the systemically comprehensive approach so that all citizens can take on the role of the school and improve their respective roles in the development of the student character. Character education through comprehensive and systemic approach is what is seen to make "Good Character" for the nation's children.

Keywords: character education, comprehensive approach

Character education is lately triggered by the rapid discussed the process of dehumanization of people today. The speed with which the process is characterized by the Dehumanization of human self-alienation that is characterized by: (1) many people are getting away with his Lord marked the increasing number of disobedience to God; (2) a lot of people who are getting away with their fellow human beings are characterized by moral decline; (3) a lot of people who are getting away with their environment marked by the increasing number of human and environmental destruction of the environment is getting worse; (4) many people are getting away with the life of the nation and the country is characterized by increasingly less diamalkannya values of Pancasila, treason, acts against the law; even (5) so many people in this country are getting away with itself marked by the destruction of life itself. With the process of dehumanization is what makes the bad character more easily seen in this country.

Humans are supposed to be "human" qualities that humanity grow and develop optimally. The multitude of people who are less humane (bad character) is this which drives the need for revitalization of character education, including through formal education in schools. The goal is to make the character better expressed by "living properly in one's relationship with God, to live properly in one's relationships with fellow human beings, live righteously in an individual's relationship with the environment, to live properly in one's relationship with the nation and the country, and live properly in one's relationship with itself.

Character is a blend of all human nature is fixed so that a special sign between people with other people. The balance which remains between one's inner life with all sorts of acts birth (Ki Hajar Dewantoro, Cemetery 1937). When a person's inner life contains the values of vices then someone external work will reflect bad character. Conversely, when a person's inner life contains good values, then the external work will reflect the character of a good man. Related to that, Lickona (1991) states that the character is "values in action" - values are translated into actions. Value is what is appreciated by someone and become someone's soul external work. Related to that, the character education is often mentioned as well as the educational values for the main and fundamental in the educational process is clicking internalize the values of kindness.

Implement a Comprehensive Approach in Learning Values and Character in Different School Activity

Learning Comprehensive Approach in is the perspective in teaching values (determinant character) with the overall mindset that involves all elements of character, internalized through various activities organized in the school. As stated by Dewantara (1937) that the elements of the code include *"Ngerti, Ngroso, Nglakoni".* The character element is also consistent with the view Lickhona (1991) which states that character includes "Moral Knowing, Moral Feeling, and Moral Action". Abdullah Gymnastiar (2000) is also often said that to build a *akhlaqul kariimah* element is *"Think, Zhikr, and Endeavor".* For that reason, learning the value and character should involve the three elements of the character development aspect

where You *Ngerti, Ngroso, and Nglakoni* should be done in a balanced way. Optimizing the role that can be done by the school is to develop models of learning 'with a learning experience can involve all elements of the characters'.

Lickona (1991) stated that the character is basically a "Value in Action", to many character education experts stating that character education is basically a "educational value". Efforts to build character means internalization efforts. Learning values and character should be more focused on the process of internalization (planting) values.

A comprehensive approach is described by (Commonwealth of Australia, 2005) is described by implementing educational practices good value as follows:
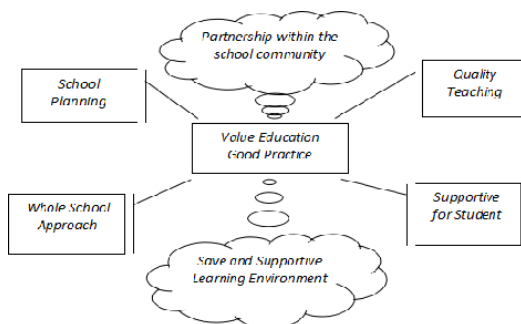
Picture: Value Eduction Good Practice Commonwealth of Australia.

School Planning include: (1) the value of education should be formulated explicitly; (2) the values developed in the school made ekspilsit with the services of the school community; (3) the purpose and outcomes of education and the value created is clearly defined; and (4) rules are created and become part of the school planning.

Partnership Within the School Community consists of: (1) the school is in constant communication with parents about the values that are being taught; (2) communities that exist in the schools are also members share in the value of education, the school involves the nearest community school in the implementation and monitoring of education programs value.

Quality teaching is described with: teachers skilled in educational practice good grades, the teacher is the source and the driving

spirit in his role as an educator grades, teachers teach values in all areas of the curriculum and school life, and there is recognition of the leaders - teachers, principals, administrative personnel will be commitment to the learning value.

Whole School Approach characterized by educational value is applied to all aspects of school life that is in: (1) the school's vision-because the school's vision can be a source of motivation for accelerated improvement of the quality of schools (Bafadal, 2007) and the value system of the vision of the spirit of good behavior; (2) curriculum; (3) organizational structure and policies; (4) the funding priorities; (5) the preparation of a pattern of decision-making; and (6) security service, comfort and welfare within the school community.

Safe and supportive learning environment ter expressed with: the creation of a climate conducive to trigger and stimulate the development of values that are seeded in the school, the creation of a school environment that is conducive to students, teachers, staff, and parents with compact menuburkan growth values, and the value of education conducted in accordance with the level of physical and psychological development of students.

Support for student stated: empower school students to participate in school culture and develop responsibility both locally, regionally, and nationally; schools use the value of education in developing students' skills and educational values are used to foster relationships better.

A comprehensive approach in the implementation of character education, according to the Ministry of National Education grand design, can be done through various activities organized in the school. Character education can be done through various program activities at the school through the Teaching and Learning in the classroom, School Culture, Extracurricular Activities, and Events Daily Life at Home and Community are described as follows;
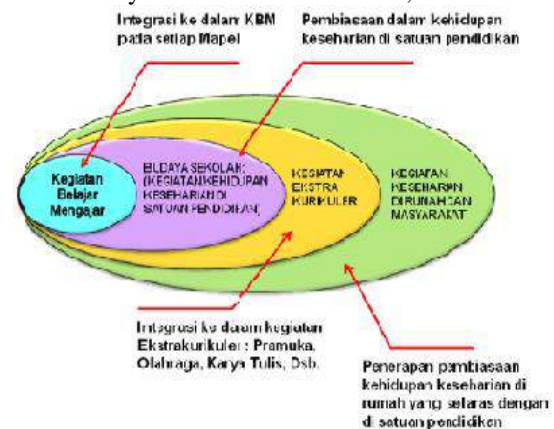
Referring to a comprehensive approach above, Optimizing the Role of Schools in the character

development of students do, including the following:

First, Create Learning Oriented Internalization of Values Core Value Each Lesson.

There is one question, why in our schools, the number of their course a lot? The answer is, Number of Subjects were held in the school. The purpose is to make learners personality intact. If, their personalities fully developed character-there is no guarantee that it will be a good (good character). According Phenix (1964) that the whole personality is expressed by the presence the values of the world: Symbolic, Empirical, Ethics, Aesthetics, Sinnoetik, and the Synoptics.

If in our schools subjects of English and Mathematics are the subjects included in the symbolic world. Language learning is given in schools so that students appreciate the importance of communication (Core Value is the value Communication Language). Math lessons are given at the school and its students appreciate the importance of thinking and behaving in a "proper and rational" that Mathematics is a core value Accuracy Values / Accuracy / precision in thinking, acting, and behave. Lesson Economics, Sociology, Geography, Anthropology, Social Studies, Physics, Chemistry, Biology, IPA is included in the empirical world Core Value is "Theory". The aim is to make the students appreciate the importance of theory for life. Lesson PMPKN, Budi Character, creed Akhlaq included in the code of ethics, the goal is to make the students appreciate the importance of moral behavior choices in thinking, acting, behaving in various communities where they live. A wide variety of subjects clumps of sound art, dance, painting, performing arts, and others included in the world of aesthetics, the aim is to make the students appreciate the value of beauty. In the schools also taught stories-stories that are romance like Fables, Legends, Wali-Wali stories, Kiyai stories, and others so that students appreciate the personal experience to be learned for himself. Religious Education is given because it is already sums up the whole system of values that exist, the religion in which there values: symbolic, empirical, aesthetic, ethical, sinnoetik, and synoptic. Therefore, religion is still a source of value is the largest among the other source of value, so that Religious Education is paramount in the development of character education learners. The issue is whether the practice of education and learning in various Subjects that many had been "right" in the sense of fighting for the processes of the

internalization of what not ?. If not, so back to the right way of learning various subjects which are within the framework of the internalization of values secuai with Core Value of each Lesson in the classroom.

In terms of the internalization of values Bohlin (2001) states that internalization will happen effectively when the learning process involves the processes of Understanding, Action and Reflection, and has been tested by Akbar in 2002, 2010, 2011) that in order to help prevent the internalization -the value through the cycle as follows:
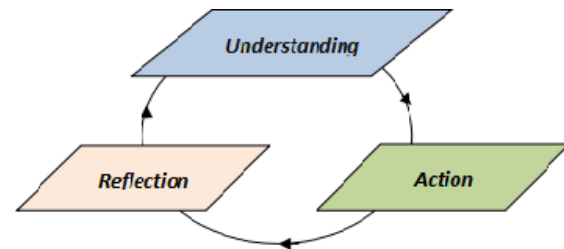
Learning processes involving step understanding, action, and reflection, it was very impressive and very effectively foster belief in certain values. Optimizing the role of schools in this context is How teachers can create models of learning in the learning steps involve elements of Understanding, Action and Reflection are cyclical and sustainable.

Second, Chose Approaches, Models, Methods Specific to Learning Values as a distraction in the Classroom.

Almost on every subject there are points of discussion that can be presented through approaches, models, methods, and techniques of learning that is rather typical for the learning value. Approaches: cooperative, scientific, and integrated as well as an approach that is personalized for specific cases, thought to be very good for learning the value and character. Triprakoro Model, Moral Dilemma Discussion Method, Value Clarification Tehnique, considered very good motivational Benediction also to start and end the learning in each subject, is among a very good way of learning for learning on specific issues that could be lifted from any subjects.

Third, Integrate Learning Values or Character in Learning methods used.

Values or characters are not taught in isolation but are integrated in the learning process through the method used in the learning process.

On Curriculum 2013, for example, values or characters contained in KI-1 (Attitude Religious/ Spiritual) and KI-2 (Social Attitude). Learning KI-1 and KI-2 are integrated in the method (read: approaches, models, methods, techniques, and tactics) used to KI-3 (knowledge) and KI-4 (skills)

that are relevant to KI-3. Chronology of thought can be presented as follows:

Mindset in the integration process can be described as follows: first determine KI-3 (knowledge) is to be taught, then specify the K4 (skills) that are relevant to KI-3, which will be taught, and the method for learning appropriate for learning KI -3 and KI-4; only then determine the KI-1 (spiritual values) and KI-2 (social value) what is suitable to be integrated in learning is used for learning KI-3 and KI-4.

Fourth, Orient Practice Learning Tends Constructive and Avoid Learning Overbehavioristik and Overcognitif.

Lessons overbehavioristik tend to make students like robots whose behavior tends to be controlled by external forces; overcognitif learning has a lot to prove a lot of clever people whose behavior is not in accordance with cognitive intelligence. Constructivist learning is deemed best to build the character of students because it is believed to be able to bring the values and good character based on self-awareness.

Fifth, the Syllabus Develop Payload Value Characters Corresponding to the method used.

To implement the above mindset of learning in certain subjects at school, for example, there should be analysis of curriculum, analysis of the national curriculum, to be poured into the syllabus. In the 2013 curriculum syllabus prepared by Kemendikbud Center (Jakarta). However competencies that appear in the syllabus in relation to the competencies that are taught to stop at "Basic Competence". For operational purposes, the teacher still needs to spell out the basic competencies to be "indicators" that can be executed operationally in the classroom. For that develop a syllabus that has been compiled by Jakarta becomes more operational syllabus corresponding to the learning environment of children nearby.

Syllabus is outline a lesson plan on specific theme that includes KI, KD, materials, learning activities, indicators of achievement of competencies, assessment, allocation of time, and learning resources. The following are Syllabus (simplified) to integrate the characters in the subject, for example, the Indonesian subjects. About the syllabus format, follow selingkung style.

Sixth, Preparation Learning Implementation Plan (RPP).

In CURRICULUM 2013 (www.operator sekolah.com) stated that, RPP is a plan learning activities for a meeting face to face or over the learning process. RPP components consist of: (1) the identity of the educational unit; (2) the identity of the subject / theme / sub-theme; (3) The class / smester; (4) the subject matter; (5) The allocation of time-determined as necessary for the achievement of KD and the burden of learning the syllabus / KD to be achieved; (6) core competency - an overall picture of categorical mengenaik competence in aspects of attitudes, knowledge, and skills that students need to learn for a school level, class, and subjects; (7) the basic competencies and indicators of achievement of competencies. Basic competence is specific capabilities that include attitudes, knowledge, and skills related charge or subjects. Indicators are developed according to the characteristics of students, the education unit, and the potential of the region; (8) The learning objectives formulated by KD using the verb operations that can be observed and measured which includes knowledge, attitudes, and skills; (9) the learning materials are the details of the subject matter includes facts, concepts, principles and relevant procedures and is written in the form of grain suitable formulation of indicators of achievement of competence; (10) the method of learning the details of the learning activities used educators to create an atmosphere of learning and the learning process so that learners reach KD tailored to the characteristics of learners and KD to be achieved; (11) media, tools and learning resources; (12) the steps of learning activities-introduction, core, cover; and (13) ratings-type, technique, instruments and scoring guidelines.

Curriculum KTSP learning activities carried out by the learning process steps which include Exploration, Elaboration, and Confirmation; and in Curriculum 2013 with a scientific approach (observe, ask / questioning, reasoning-associate-create, to try and communicate). The learning process should such are intended to enable the learning constructivist, to occur active learning, with the expected learning process is able to make learners active, creative, and productive, capable of producing the nation's children are not constantly be consumer but a producer who reliable and

capable of communicating (promoting) products to the public, to sell in the global market.

Seventh, Conducting Assessment of Knowledge, Attitude, and Skills.

Assessment of Knowledge aspects, such as "the ability to identify parts of the letter" can be done by administering "quiz" or test. Ratings attitude Religious Attitude and Social Attitude can be done through observation of the learning process in group work and assessment of the quality of products "letter" written in the working group.

Attitude indicator that can be used to measure the achievement of competence, such as the following: (1) the involvement of students in praying start a job in the task group - religious attitude; (2) willingness to listen to what the students in his group work - social attitudes; (3) the involvement of students in cooperation within the group - social attitudes; and (4) the quality of the product - Letter of the group's work. Skills assessment can be done on the assessment of the product in the form of letter written by the students dlam group work.

Eighth, be teachers Trusted-trustworthy.

Appearance teacher character class is a lesson for the students. In order to be a teacher who can be trusted should teachers act as facilitators (those whose job gives easiness) for the students so they can learn the characters easily. Be teachers implement moral and leadership. The attitude of teachers open, democratic, pay attention, listen, help, guide, and counselor is an attitude that can strengthen the confidence of students. When teachers appear as someone who believed their students the charismatic will shine on him and if charisma a teacher is present in the midst of their students, they will be sedated and easily directed into a fine character.

Ninth, Take advantage of the Source and Media Learning accordance with values internalized.

Resources and Learning Media such as: Resource, Print Goods, Electronics, Environment, Events, Multimedia, Internet, etc. When we want to teach the values of caring and responsibility, for example we can take advantage of a resource, for example presenting the du'afa with learning scenarios which are able to bring awareness to the value of self-learners. When we want to improve attitudes and social sensitivity, for example we can take advantage of the short films (multimedia) on social issues with learning scenarios which enable learners engage in discussion and determining social attitudes in the learning

process. Use of the environment: social, industrial, cultural, and others can also bring certain values that take precedence, etc.

Tenth, Doing Authentic Assessment, Evaluation, and Assessment results are not to Memfonis Character of Students.

The collection of data about the ability / characters that learners are native (naturally) through a variety of techniques (observation, interviews, documents, tests, etc.) done solely to determine the position of belief in the values or character of students, and then used as a diagnosis for purposes of improving the character of the students and not to memfonis whether they are good or bad people. The increase in these characters is done by various methods in teaching values and character. Moral Dilemma Discussion method use for example be identified level of moral development of students, in recognition of the level of moral development, the increase in the value and character can be done by bringing together in one group among children with low levels of moral development of children a high level of moral development so that children the level of moral development of children can be lifted into a higher moral considerations. Assessment by Value Clarification Technics (VCT) for example is used to express beliefs learners will be certain values, and to unfold and confidence knowing that value as a basis for measures such as counseling, assistance, or even indoctrination.

Eleventh, Create a Good School Culture for Growth Good Character.

School culture is a system of school life are built on a foundation of noble values embodied in the way of thinking, habits act, and work in a school community. PMPTK DG (2007), defines the culture of the school adala value systems, beliefs, and norms commonly accepted and implemented with full awareness as a natural behavior and shaped by the environment by creating a common understanding on the entire school community. School culture is believed to affect the development of student character. school atmosphere is the most influential aspects of the school to the student's character (Directorate of Primary Schools, 2012).

The scope of development of Culture School, based on the guidelines drawn Directorate General of Primary Education, Directorate of Primary School 2012 consists of: (1). Structuring the physical environment of the school-structuring school yard (safe, neat, clean, shade); a classroom setting-clean, neat, shining bright, balmy, and rich learning resources; and asessories - like poster wise words, figure drawing, works, etc; classroom furniture arrangement also included the physical arrangement. (2) the restructuring of the socio-cultural and psychological; This environment

mecakup interaction between people within the school community, for example in the form of beliefs and expectations, speech, attitude, behavior or behavior of people in the school community embodied in the conditioning and lifestyle habits. Attitudes: open, honest, disciplined, democratic, aspirational, fair for others, tolerance, respect for others, dialogue, and so forth can be familiarized with the interaction between people in the school community.

Activities that need to be created in building the culture of the school is organizing activities capable of creating a climate conducive to character education through habituation to the program: (1) routine-through for example: greet students at the door gate of the school, ceremony, morning gymnastics , Duha prayer, and pray-for teachers and students of Muslim, entered the classroom in an orderly, pray at the beginning / end of the lesson, school uniforms, and other relevant; (2) spontaneous activities eg breaking up fights, smile-hello-hello when passing, queued, charitable-social care, to pray for healing the ailing student's family, remind your friends who behaved poorly, and so forth; and (3) the activities programmed for example: invited speakers from the health center to oral health and dental lighting, presenting the du'afa in schools within a certain stage; week performance achievements; race calligraphy words of wisdom; make a poster contest for character education; cleanest class contest; cleanest election race class; selection of teachers and students is exemplary, and so forth. Other programs as: Come Reading, Come Writing, Young Researcher, UKS, a stand-alone library, Diner Honesty.

Stages of development of school culture can be done by: (1) Preparation of School Vision oriented Character Education, by the way characters enter values in the Vision School; (2) Promotes the vision of the school proficiency level to the citizens of the schools (students, teachers, staff, parents, the community around the school, the school partners, and all stake holders school) and got a shared commitment to achieve that vision; (3) Develop and dissemination of various rules, for example: the order for the students, the discipline for the teacher, discipline for principals, codes of conduct for parents, the order for sellers around the school, various Standard Operating Procedure are clear, socialize the entire order and got a shared commitment to make it happen; (4) Preparation of educational programs and learning values and character through classroom learning,

habituation program, extra-curricular activities, and community participation, provision of facilities and infrastructure programs, and adequate funding to finance various programs. Socialize, build commitment to make it happen; (5) the implementation of the program with a clear description of the execution of tasks, a clear charge of the program; made escorts strict implementation of the program, and (6) assessment and evaluation is continuously on the program implementation and achievement of the vision, mission and goal-oriented school character education.

Twelfth, Create Punishment in Individual or group that is based on Self-Awareness Educating Violation Various Regulations Enforced School.

Strive schools all citizens understand the vision and the various regulations that apply in school. When learners do offense they were asked to determine its own sentence of negotiated (through the bargaining process) in proceedings with the school, then ask them to run a punishment that has been agreed. If the rule violation is done in the context of cooperation do punishment groups based on self-awareness as well.

Thirteenth, Engaging Public Participation in the Process of Character Education.

Community involvement by the school can be prefixed with the Parenting Education so that there is a common understanding of the vision, mission, and goals of character education among parents, community, and school, then get up a shared commitment to achieve it. Then set up the Joint Program Neighborhood Family and Community School for example. Increased intensity *silaturrahmi*, exchange student staying at his house within a certain time, Family Gathering, community service clean surroundings nearest community school regularly, creation of high social control with the community, etc.

CONCLUSION

Education and learning is the process of internalizing the virtues with the purpose, among others, that the students of good character. Character education can be integrated through the learning in the classroom. Each subject has a core value respectively, for that learning should be able to internalize the core values. Learning good values in the classroom can be presented through: how educators view and treat students, the performance of educators, resources and instructional media used, integrating value through learning methods, and process assessment, evaluation, and assessment of learning. Learning good values can be prepared from an analysis of curriculum and syllabus development, manufacture lesson plans, and put

into practice by applying the principles of learning and character values.

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DESCRIBING CONDITION AND UTILIZATION MEDIA IN INTEGRATING INSTRUMENTS OF IPA COMPONENTS AT ELEMENTARY SCHOOL IN NANGGALO PADANG

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ABSTRACT

This research was aimed to analyze the condition and utilization of media components in integrating instrument (KIT). It is as learning science at Elementary schools in District Nanggalo. The research method was used descriptive method which included survey forms. Instruments were used observation sheets, questionnaires and interview guides. The result of this research was IPA KIT as media condition at Elementary school in District Nanggalo Padang already sufficient used in the learning process. The condition of IPA KIT as media in learning process is successful. The utilization of IPA KIT as media for elementary school in district Nanggalo was not maximized in learning process. It was caused by the lack of teachers' skills in using the media in teaching learning process.

Keywords: medium KIT IPA

An Improving the quality of education is a top priority for the government. In conviction, improving the quality of education can support the development in all fields. As a result education should receive the most attention in order to catch up the field of knowledge and technology from other countries. Therefore, the quality of education should gain serious attention from the government. The government efforts to improve the quality of education one of which is the provision of learning media provided by the government to each school. Instructional media held the government that component of media integrated instrument (KIT) IPA SD. Media integrated instrument (KIT) IPA is a medium of learning in science subjects which have been completed and adjusted in accordance with the curriculum.

Each elementary school gain component of media integrated instrument from the Government in the field of the Department Education with the aim has benefit in the learning process. School as a media receiver Integrated Component Instrument (KIT) IPA should maintain and utilize the media as maximum. With the media integrated component instrument (KIT) IPA are expected to accelerate the learning process and results with dynamic condition, creative and relevant to live.

Teachers as a determining factor for the quality of teaching and improve students learning, teachers' skills is a key condition required in using instructional media such as using media KIT IPA. With the availability of media Integrated component instrument (KIT)

that have been distributed by the government to each school as to facilitate teachers in presenting the subject matter. Use of equipment Components Integrated Instrument (KIT) is very influential in science learning to the learning achievement of students in elementary school. Natural Sciences subject (IPA) or Science is one of the subjects in elementary school (SD) which requires the submission of a concept in learning properly. Thus, in learning science requires appropriate learning media because the media is very useful for teachers and learners to help expedite and provide convenience in the learning process. The instruments are very useful for the learners, while also helping the teachers in conducting teaching and learning in elementary school (SD). However, most teachers lack the knowledge in using the medium Integrated component instrument (KIT) IPA so that the tool is not being used to the maximum by the teacher. Integrated component Instrument (KIT) is the tool used to prove theories that already exist to encourage children to be able to develop the potential in him.

Based on the key findings in previous studies, the availability of media Integrated component Instrument (KIT) IPA State Primary School Nanggalo sub-district obtained a complete category. This means that the availability of media components Integrated Instrument (KIT) IPA from eight elemetary schools were observed quite complete. Despite the availability of media components Integrated Instrument (KIT) IPA will complete but not all media components Integrated Instrument (KIT) IPA can be used in the learning process due to the use of media components Integrated Instrument (KIT) IPA condition must

also be considered. Integrated components Instruments media conditions (KIT) IPA is the responsibility of the school. The government is trying to improve the quality of education with the procurement of medium Component Integrated Instrument (KIT) IPA in every school. Furthermore, the schools have responsibility to maintain and make best possibility. In line with this, not all of schools maintain and utilize media Instruments Integrated Components (KIT) IPA was fine.

In preliminary observations, it found media availability Integrated Components Instruments (KIT) IPA is complete in one public elementary school in the district will Nanggalo but of eight medium Component Integrated Instrument (KIT) IPA only three media that can be used in the learning process. This is very worrying should provide the school with decent storage space that is not damaged and eaten by rats. In addition, teachers should use the media component of Integrated Instrument (KIT) of the IPA as possible so that the availability and condition of medium Component Integrated Instrument (KIT) IPA is always monitored well. By using the media component of Integrated Instrument (KIT) IPA process of learning becomes fun and student learning outcomes can be improved.

The purpose of this study is to describe the condition and use of the media component of Integrated Instrument (KIT) IPA in SDN sub-district Nanggalo. Media Components Integrated Instrument (KIT) IPA is the medium used to prove theories of science are connected with the natural the environment which is aimed to encourage students to be able to develop their potential. According Trisnoherawati (2004) stated that KIT IPA IPA is the tools used for experiments in science teaching at primary schools. Meanwhile, according to Smaldino in Anitah (2009) stated that KIT is the toolbox is a collection of materials that contain more than one type of props in organizing for a particular topic.

METHOD

In accordance with the problem to be studied, the methods is used in this research is descriptive method. It aims to describe the real situation that occurred in the conditions and the use of media in learning science KIT SDN Nanggalo sub-district. In this study, a form of research survy are used. The population in this study is a public elementary school under UPTD Nanggalo, which amounts to 27 publics in elementary school. While the sample is 8 elemetary schools of state with the respondent teachers who teach science subjects (subject

teacher and class teacher) totaling 48 people, each SD represents 6 people. The sampling technique is probability sampling by means of random sampling (simple random sampling). According Sugiyono (2007) Probability sampling is a sampling technique in which every member of the population has an equal chance of selected sample. The research location is 8 Elementary School in District Nanggalo city of Padang, consisting of: SDN 01 Kampung Olo, SDN 09 Surau Tower, SDN 04 Kampung Olo, SDN 12 Kampung Lapai, SDN 13 Surau Gadang, SDN 20 Kurao Pagang, SDN 18 Kampung Lapai , SDN 16 Surau Gadang.

Data Collection Techniques used to collect the data in this study are: (1) direct observation techniques, according Hadari Nawawi (2007), direct observation techniques is a way of collecting data through observation and recording of symptoms that appear on the object of study implementation directly at the place where an event, circumstance or situation that is happening. Instrument or data collection tool used in this research are: (1) the observation sheet, in the implementation of direct observation techniques, tools used to retrieve the data is observation sheet in the form of a check list (check list) that contains about a medical condition KIT IPA in SDN Subdistrict Nanggalo, (2) an interview guide, interviews were arranged in the form of some of the questions researchers as a guide. Interviews were conducted at randomly selected teachers who teach science subjects in each sub-district SDN Nanggalo. Stages, in this research which consists of two phases: the preparation and implementation phase.

The collected data is presented in tabular form and then analyzed. According Singarimun and Effendi (2011), data analysis is the process of simplification of data into a form that is easier to read and interpret. Data analysis techniques used in this study is a non-statistical method, which means the descriptive data analysis of the data obtained through research what reported and analyzed descriptively to obtain a picture of the facts.

Quantitative analysis is performed to calculate the percentage of the poll result by using a percentage formula then the calculation results are interpreted to form qualitative dideskriptifkan is.

RESULTS AND DISCUSSION

In accordance with the problems revealed in the first chapter, then collected some of the kinds of data that reveal about the condition and utilization of IPA in the media KIT SDN districts through out Nanggalo totaling eight public elementary school. Data obtained from the observation of the condition of media KIT IPA and interviews with teachers and principals. All the data obtained are processed in

data processing and then displayed in tabular form as follows.

Table 1: Description Observations KIT Media Condition IPA

No	Nama Media KIT	Baik	Cukup baik	Rusak
1	KIT neraca	2	3	3
2	KIT magnet	2	-	1
3	KIT pesawat sederhana	2	2	4
4	KIT cahaya	2	3	1
5	KIT optik	2	1	2
6	KIT bunyi	2	3	1
7	KIT listrik	5	2	-
8	KIT astronomi	1	2	4
Jumlah		18	16	16
Persentase		36%	32%	32%

According to the table 2 can be seen that the media KIT balance sheet is in good condition (ready for use and no damage) is available in two schools, media KIT balance in fairly good condition (ready to use yet light damage) is available in three schools and media KIT balance in conditions available in 3 schools damaged. KIT magnetic media in good condition (ready for use and no damage) is available in two schools and media magnet damaged KIT is available at one school. Media KIT simple plane in good condition (ready for use and no damage) is available in two schools, the media KIT simple plane in fairly good condition (ready to use yet light damage) is available in two schools and the media KIT simple aircraft in a damaged condition is available at 4 schools. Media KIT light in good condition (ready for use and no damage) is available in two schools, the media KIT light in fairly good condition (ready to use yet light damage) is available in three schools and the media KIT light in damaged condition available at one school. Media KIT optics in good condition (ready for use and no damage) is available in two schools, the media KIT optics in fairly good condition (ready to use yet light damage) is available in one school and media KIT optics in a damaged condition is available in two schools. Media KIT electricity in good condition (ready for use and no damage) is available in 5 schools and KIT optical media in fairly good condition (ready to use yet light damage) is available in two schools. Media KIT astronomy in good condition (ready for use and no damage) are available in one school, media KIT astronomy in fairly good condition (ready to use yet light damage) is available in two

schools and the media KIT astronomy in poor condition available in 4 schools.

While the results of interviews conducted to one teacher from each SDN throughout Nanggalo districts that teach science subjects. The interview results indicate that generally the use or utilization of IPA KIT media in the learning process is not maximized it is because teachers do not understand how to use the media KIT IPA. Although teachers are reading the instructions in the manual but found the names of the tools that are not understood by teachers so teachers feel reluctant to use it. Moreover teachers are not getting training media utilization KIT IPA, IPA KIT media utilization training is very useful for teachers because of the use of media KIT IPA can improve learning outcomes of students. Furthermore, the interviews also indicate a lack of attention to the media component of Integrated Instrument (KIT) IPA. Schools do not provide specifically for media storage component of Integrated Instrument (KIT) IPA. In general, the media component of Integrated Instrument (KIT) IPA stored in the library precisely on a bookshelf. This causes the media component of Integrated Instrument (KIT) IPA damaged because damaged by mice and moldy at feeding time. In addition, if there is damage to the media component of Integrated Instrument (KIT) IPA school less attention to fix it.

CONCLUSION

Based on the results of research (observation and interviews) done, it can be concluded that (1) the condition of media components Instruments Integrated (KIT) IPA on the SDN District of Nanggalo ready to use any of them have minor damage, but still allow the implementation of the learning process (2) the use of media in learning science KIT SDN District of Nanggalo still not fully utilized the media KIT IPA.

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COMPARISON OF STUDENTS' LEARNING OUTCOMES BASED ON THE ADMISSION TESTS OF TERTIARY LEVEL

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ABSTRACT

This study aims to distinguish students' learning outcomes at the level of university through three kinds of admission tests, namely SNMPTN, SBMPTN, and Mandiri. This study employed quantitative research methods, using the descriptive statistics design. The research population of the study includes the students at the level of university in year of 2014/2015 and 2015/2016. The sample is drawn from 200 students by considering the department of Social science and Natural science in State University of Malang (UM), using random sampling technique. This study employs a documentation to collect the data, whereas the data is analyzed by average ratio. The result of the study found that the highest grade of students' learning outcomes are coming from the students who are enrolled from admission test of SBMPTN, namely 3.44.

Keywords: learning outcomes, state university.

The quality of education is not only determined by the quality of learning process or learning outcomes, but also the quality of input. The variable of input is one of the influential factors towards the quality of education (Haller, 1986). If the input are outstanding students, it will produce the excellent graduates.

In the variety of evaluation models which were developed by the experts, such as CIPP model developed by Stufflebeam, CSE-UCLA developed by Sake, or *Goal Attainment* model developed by Tyler, are focusing on the role of input in the education process (Kaufman, 1980; Worthen & Sanders, 1973).

In further, the education process is truly needed an evaluation on the process of admission test. Almost in every country, in the higher education level is very selective in the acceptance of first year students (Suryabrata 2004). Basically, there are five advantages gained from the process of admission test, namely acquiring the quality of input, providing a learning opportunity for those who are rightful, finding *human talent*, predicting the success of the input, and giving the authorized justice for the prospective first year students.

There are some characteristics indicate a good evaluation of admission. Suryabrata (2004) admitted that at least there are four aspects should be considered in the evaluation of admission test, namely precision of predictions (*prediction effectiveness*), economic eficiency (*economic eficiency*), incentives teaching and learning (*teaching learning incentive*), and the justice (*equity*). From those aspects, the most essential aspect is *prediction effectiveness*, it is about how accurate the system of admission test could distinguish the registrants with high probability of success, who would be accepted and the registrants with low probability of success, who would not be accepted.

Students admission test is merely a process of prediction activities. Registrants who are accepted as the first year students were predicted to be successful in the university. On the other hand, those who are not accepted were predicted not to be successful in the university. However, it does not always run smoothly as what have been predicted. There are four posibilities happened, specifically: (1) prospective students who were predicted to be successful, they are successful indeed, (2) prospective students who were predicted not to be successful, they are not successful indeed, (3) prospective students who were predicted to be successful, in fact they fail, and (4) prospective students who were predicted not to be successful, on the contrary they are successful.

METHODS

The study employed quantitative research approach. When it is viewed from the design, especially in terms of data analysis, the type of the study is a descriptive statistics using average ratio.

The population of the study included students in the first and second semester (in year 2014/2015 and 2015/2016). By considering the number of the population and the characteristics of the population, the samples were drawn. The determination of the samples was based on characteristics of the population and sampling formula of test instruments. Considering about the minimum numbers of the research subjects, the reseach subjects were taken from 200 students in State University of Malang. It employed *random sampling* technique.

To obtain expected data, the research employed the technique of data collection, namely documentation. The documentation is used for collecting the students' grades in semester 1 and 2.

In accordance with the objectives of the study, the study utilized several techniques to analyze the data collection. The technique of data analysis is distinguishing the average of students' grades of learning outcomes.

RESULTS AND DISCUSSION

Table. Students' grades

No	Undangan/SNMPTN	Mandiri	SBMPTN
Total	663.91	650.52	687.43
Aver age	3.32	3.25	3.44

Students' grades of learning outcomes described above could be analyzed that the average ratio of students from the admission test of SNMPTN is 3.32, Mandiri is 3.25 and SBMPTN 3.44. It shows that the students' grade of learning outcomes from the admission test of SBNPTN is the highest average, which is 3.44.

DISCUSSION

The criteria of success concerning students performance after being enrolled in the university named *later performance*, either the performance when they are registered as students in the university, or after they have graduated from the university. In order to select excellent first year students, the university should clearly define the citeria of success. The standard of *laterperformance* in the time of studying could relate to learning achievement, learning aptitude, scientific attitude, responsibility, social awareness, and so forth. Standard of *laterperformance* after studying could be about quick to get a job, professional work ability in the field, good results from supervisor evaluation after working, great contribution to the society, and so on. Those criterion of success are the basic measurement of *prediction effectiveness* in the system of admission test.

The results of the study show that the highest average of students' grades of learning outcomes is from the admission test of SBMPTN. It means that the most successful admission test to predict students' learning outcomes is SBMPTN.

CONCLUSION

Students' grades of learning outcomes which provided from three kinds of admission tests, namely SBMPTN, SNMPTN, and MANDIRI show that the highest grade of students' learning outcome comes from the students who are enrolled from the admission test of SBMPTN, which is 3.44 compared to other admission tests.

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USING CONTENT RICHNESS SCORE AND CONTRIBUTION INDEX AS ASSESSMENT VARIABLES IN SOCIAL LEARNING NETWORK

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ABSTRACT

The aim of this study is to measure levels of activities that students demonstrate in social learning network in connectivism learning. Undergraduat students (n=77) were involved in this study, and assigned to create one photo exhibition project. Schoology roled as the online learning environment, where the students enrolled and engaged in the same course to complete the task. The students were divided into several different groups of discussions, and they were required to solve different part of tasks related to the project. In the beginning of the course, students were informed concerning the aspect of assessment variables, including Content Richness score (CRs) and Index Contribution (CI). CRs and CI were the characteristics of connectivism learning, and assumed to describe the level of engagement that students demonstrated. The task must be completed within three months, and all activities in course were recorded in schoology platform. By using CRs and CI, educators obtained multiple advantages that could be used as valid descriptions to describe student's learning progress. Ultimately, social learning platform offered possibilities for the students to increase their intensity of communications among each others, and built the social relation that assist them to develop self-regulated learning. As a result, CRs and CI also indicated how information and new knowledge were built from the connection that students created through the learning process, and directed students to build the personal learning resources in the end of the course.

Keywords: conectivism, schoology, photography, networked learning

Authentic assessment in online learning is critically required, especially when using social learning as a strategy. Student's learning outcomes need to be validated through the process of observation and tracking student's activity in the course. Lecturer tends to assume that quiz results and paperwork informed the whole information about student's progress in online learning, without any advanced observation into how the students answer the quiz or doing their paperwork. Internet is a learning environment where everyone can explore and produce new information and new knowledge. It provides opportunities for students to master the high level of thinking in much more efficient time. However, there is a big possibility for students to complete all the process and the assignments in unintended plan. Eventually, lecturer has to analyze students assignment depends on their activities along the instructional process.

Learning is a social process of progressive knowledge acquisition that is shaped by individuals and their interaction with others who can contribute new ideas, opinions and experiences (Rosen, 2010; Chung & Paredes, 2015). Educators have pointed out that elaboration processes are necessary for meaningful learning, which emphasises the integration of new knowledge into existing knowledge (Novak, 2002; Kalyuga, 2009; Zheng et. al, 2014). Collaboration provides

student to share their existing knowledge, and combine it with others knowledge. Maintaining this process will guide the students engaged in learning process, and direct them into process of knowledge creation.

A central tenet of most learning theories is that learning occurs inside a person. Even social constructivist views, which hold that learning is a socially enacted process, promotes the principality of the individual (and her/his physical presence – i.e. brain-based) in learning (Siemens, 2005). Traditional instructions, based on some findings, commonly role teachers as the centre of communication and knowledge resources, and minimize students role to create their own knowledge based on their interaction among others. Since the traditional instruction puts teacher as the resources of knowledge, network based learning (online learning) maximize students role in order to create their own learning path and build own knowledge.

Students are often required to do more in online courses than in traditional courses. To be effective, online instruction required strong methodology and opportunities for students to interact with each other and the instructor (Maki and Maki 2007; Dixon, 2010). Instructors should be minimally active in discussions (Dennen, et al., 2007; Levy, 2008; Shea, Li, and Pickett, 2006; Young, 2006) and use email appropriately (Dennen, et al, 2007; Gayton and McEwen, 2007, Levy, 2008). If instructors dominates all the learning

process, the roles of students in creating learning path will be decreased and effectively restrict their opportunities to create their own personal learning network.

Collaborative activities is required to guide students into meaningful experience, and it is helpful as an instructional scaffolding to encourage low-achievement students engage in instruction more. However, in most online courses, traditional instructor-centered examination remains the primary means for assessing student performance, and collaborative learning is undervalued and so marginalized (Swan, K., Shen, J., & Hiltz, S. R., 2006). It is important to value collaborative activities and the efforts that students demonstrate as a group in order to achieve the objectives. Collaborative learning will be more successful when it is valued, and that any such assessment should begin with a very specific understanding of desired learning (Swan, K., Shen, J., & Hiltz, S. R., 2006).

Researchers have also found that successful online collaborative discussion is directly linked to its assessment (Hawisher et. al, 1997; Jiang et. al, 2000; Swan et. al, 2000; Swan, 2001). Simply put, this means that to encourage collaborative discussion one must grade it. Discussion participation must count for a significant portion of the course grade and individual discussion postings must be individually assessed. A requirement of a particular number of discussion postings per week or per course module will help ensure students participate in discussion (Swan, K., Shen, J., & Hiltz, S. R., 2006). Collaborative is the main activity of networked learning or connectivism theory of learning, because the core point of connectivism is that the knowledge lies among the interaction of students.

Having collaborative strategy as main process of learning is required full attention on how should learning be assessed. Assessment in most of learning strategy drives learning outcomes and are essential for the design and structure of a learning environment (Comeaux, 2005). Classroom assessment can provide instructors with immediate feedback to promote student learning progress and help students take ownership of their learning (Vonderwell et. al, 2007). Before teachers assess students learning, it needs to be specified what process or behavior that will be appointed as assessment variables. Clear and explicit variables usually can encourage students to achieve learning objectives and be active on every phase of learning.

Focus of this study is to define how content ricness score (CRs) and contribution index (CI) can help teachers to describe level on collaboration that every student demonstrate. The distinction of assessment in this study only focuses on assessment for learning, that is assessment whose purpose is to enable students, through effective feedback, to fully understand their own learning and the goals they are aiming for (Elwood & Klenowski, 2002). To achieve the aim of the study, this research was guided by the following research questions: a) Can Content Richness Scores (CRs) and Contribution Index (CI) be a valid indicators to measure students level engagement? b) How does connectivism contribute for students to engage meaningfully in instruction?

METHODS

This study, conducted in Educational Technology Department of Educational Science Faculty of Universitas Negeri Malang, utilised a development research design called ADDIE. ADDIE is a paradigm and systematic design to develop instructional materials and model (Branch, 2009). The method is selected on some strictly consideration, including: a) ADDIE is one of foundation to instructional development, it has general guide that ables to be implemented on various purposes of instructional studies; b) The flexibility, that the method has, could allow researcher to develop multi product in the concurent time; c) Some findings conclude that ADDIE has a high potential to establish an effective instruction because it systematically helps teachers to perceive the detail elements of instruction (Branch, 2009).

The procedure sometimes could overlap and be interrelated to each pase. However, it bring the ADDIE process into high dynamic guideline for developing effective and efficient instruction model and materials. The process could be described on the image bellow:
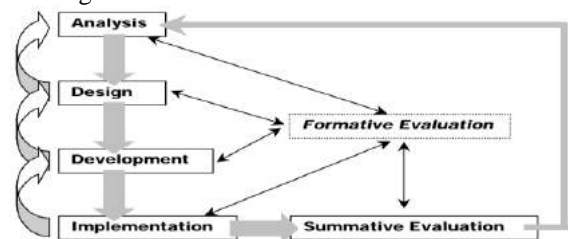
Figure 1. The ADDIE workflow (McGriff, 2000; Braxton et. al, 2006)

In this paper, we focus on how content richness score (CRs) and contribution index (CI) could describe learning progress of the students in networked environment (connectivism learning). The development itself guides on how connectivism learning model be implemented in the

course, from analysis phase through evaluation phase. This study also determine the weakness and the advantages that the model meets according two assessment variables in networked learning.

The participants involved in this research are 77 undergraduate students from Educational Technology department, Universitas Negeri Malang. All of the participants are enrolled in Photography course, which aimed to equip students with knowledge and skills to use various photography concepts and techniques to create images related to education and entertainment. The course final assignment is that the students need to organize a photo exhibition that shows their own work on photography. In order to do that, students need to collaborate in a social learning platform called Schoology, to explore materials and references to manage the exhibition.

In the first phase of ADDIE, they are required to fill some form that intended as the process of learner analysis. The instrument is open-closed questionaire that sent to them through google form. The questions relates to internet and social interactions literacy that the students commonly use. Students are asked individually about what they generally use internet for, the time span that students use in a day on internet, and also the facilities that they have to interact in social media. This is the part of course requirement, that needs to be analyzed in order to construct connectivism learning be suitable for the students.

Connectivism describes learning as a process of connecting specialized nodes of information sources (digital learning theories). It states that knowledge is the creation of interaction among entities, that could be between people, or people with materials. Based on the assumption, connectivism believes that collaborative (interactive) and cohesive environment that includes group work, regular assignments, and solid feedback are needed for success in networked environment (online learning) (Dixon, 2012).

Thus, connectivism learning, which is facilitated by social networks, play an important role in the learning process by expanding the possibilities of learners to reach new sources of information, and by providing (existing and latent) channels for open collaboration among individuals (Greenhow, 2011; Chung & Paredes, 2014). Learning in connectivism context forms student's high decision making skill, it means that students are trained to choose what to learn and the meaning of incoming information is seen through the lens of shifting reality (Pettenati & Cigognini, 2007).

Communication process occuring in connectivism learning involves interaction among students and learning environment. To build a new form knowledge, collaboration activities require a progressive assessment for each phase of learning (elaboration, exploration, and confirmatory). Content Richness Score (CRs) and Contribution Index (CI) are two variables which measure the level of engagement that students develop. It can be concluded that the new knowledge (conclusion) comes from a meaningful interaction and collaboration among team members or group.

Content Richness score (CRs) devides the message that students send based on it's features, such as length (Licoppe et al., 2005), channel of dissemination (Peters, 1999; Licoppe et al., 2005), content (Pérez-Alcázar et al., 2003), and meaning (Gilbert et al., 2005). It will form the pattern of communication (discussion). The more content relates to the learning objectives, it will enhance their learning process. On the contrary, if the messages that the students send lack of meaningful content, there will be so much barrier for students to create conclusion or the new knowledge.

In contrast to the CRs, Contribution Index (CI) is the notion to measure the level of participation in social learning context (Gloor et. al, 2003). In social learning context, students need to engage into highly interactive dialogues, they must actively responds the problem that the group facing. The retention on delivering the messages and receiving messages indicates the level that the student has to built interactive network in groups. CI level on a student represents the portion of effort that student obtains to solve the problem. It also can devide the students based on their characteristics, such as learning motivation, cognitive skills, and self confident (esteem).

Quantitative and qualitative data are used to provide better understanding of the application of two variables of assessment in networked learning (connectivism). These data enable complete pictures of students collaborative process during the instruction, which includes in-depth and comprehensive process of achieving learning objectives from students perspectives. However, in this paper, the calculation on quantitative data only be focused to measure CRs and CI.

In advance of calculating CRs, we need to describe the various messages (content) that will probably appear on the interaction among the students. Content Richness score (CRs) range is at 0 to 1. If a learner's CRs is 0, that means his or her level of contribution richness to the discussions is non-existent. On the other hand, a CRs of 1 means a highly meaningful participation and engagement in course and group discussions. The importance of the CRs for this study is that we can measure 76 learner's performance related to his or her level of

engagement in a social learning environment, and this metric can help us to determine if there is such relation between these two indicators (Chung & Paredes, 2015).

Table 1. Level of learner's engagement to learning based on CRs

Interval	Description
0	Level of contribution richness to the discussions is non-existent
0,1 – 0,3	Less meaningful contribution
0,4 – 0,6	Average meaningful contribution
0,7 - 1	High meaningful contribution

Table 2. Content categories and their assigned weights, with examples (Chung & Paredes, 2015)

Weight	Content Category	Message Example
0	Empty	"Alright, see you later!"; "Bye"; "Thanks"
1	Team building	"Excellent work, team!"; "The last task has really got me enjoying this group work"
2	Dissemination	"I submitted the last version of our report"; "The deadline has been extended"
3	Coordination	"Let's meet tomorrow at 7pm"; "I can write section of the report. John, can you do the other part and Emily integrate it all?"
4	Collaboration	"Dear peter, i think your answer to question is correct. However, i found this article in which the authors analyse the issues from the different perspective. Please consider also ..."

Content Richness (CR) is a measure of learning engagement in a dialogic context where the meaningful information exchange among team members drives the individual and group learning process and is thus evidence of learning (Chung & Paredes, 2015).

If the learner mostly received messages, then his or her contribution index will be close to -1. On the other hand, if the learner mostly sent messages, the contribution index will be close to +1. In terms of social learning we are looking for highly interactive dialogues. A contribution index near to 0 is indicative of a balanced dialogue of the learner with his or her team colleagues (Chung & Pardes, 2015:248).

Table 3. Contribution index criteria (Chung & Paredes, 2015)

Interval	Description
-1 to -0,4	The learner mosly receive messages
-0,3 to +0,3	The learner successfully create interactive dialogues or engagement in learning activity
0,4 to 1	The learner mostly sent messages

FINDINGS AND DISCUSSION
Participants Profile

Prior to this study, 76 of participants were asked to fill the learning contract, the term that used as a learner characteristic instrument. Following tables describe the participants profile based on their internet literacy.

Table 4. The most used social media by participants

No.	Social Media	Frequency
1.	Facebook	76
2.	Twitter	48
3.	Instagram	60
4.	Google+	27
5.	Path	1
6.	Tumblr	1
	∑	213

Table 5. Sum of participant's ownership in social media account

No.	Accounts Ownership	Frequency
1.	6	0
2.	5	1
3.	4	15
4.	3	27
5.	2	21
6.	1	13
	∑	77

According to the table 4 above, the most widely used social media or ESN (enterprise social network) among the participants is Facebook. Then followed by Instagram rated second, and then Twitter. Facebook seems clearly to be the most popular social media, since it might have the largest community in the world. 213 Number of accounts collected from 77 participants, because a participant may have more than one social media accounts. From table 5, it clearly shows that commonly a student has more than one social media account. It indicates that the existence in social media (online environment) becomes the primary need in social interaction, eventhough real life communication offers more emotionaly direct interaction.

Table 6. The intensity of internet usage (per week)

No.	Intensity	Frequency
1.	Everyday	48
2.	5 to 6 days	5
3.	3 to 4 days	15
4.	1 to 2 days	9
	∑	77

Table 7. Variability of participant's gadget when using internet

No.	Tools	Frequency
1.	PC	4
2.	Notebook	26
3.	Tablet PC	0
4.	Smartphone	47
	∑	77

Table 6 and 7 show that the participants in this study have high accessibility to interact in an online environment. Owning personal gadget allows them to access information from social media platforms anywhere and anytime. Based on the learning contract, some of assumptions regarding the participants can be concluded in the following points:

a. Participants easily learn how to interact in simple interface social media (microblogging) such as Twitter, and complex interface such as Facebook

b. Participants use social media as a primary communication line to search, inform, or disseminate information

c. They have high opportunities to create their own learning network based on interaction pattern that they make among others

Contribution Index (CI)

The participants are divide into several small groups based on their task in exhibition, there are: 1) artistics and design group; 2) curation group; 3) property and tools group; 4) programme group; and 5) marketing and publication group. Each of participant is intended to involve in decission making that the group has to generate based on the given problem. For example, each member in curation group needs to give some consideration about every image that will be participated in exhibition, and judge either the image is qualified or not to join the exhibition.

All participants are also joint a large group of discussion. This group is created for all the team member of exhibition, so the result on every small group can be shared to all committee of photo exhibition. The result that established in all small group is announced in the large group, in order to adjust every need

and decission that related to the programme. In the large group of discussion, all participants reserve to question the result that every small group create. The pattern of communication in large group usually tends to be crowded if there is no moderator to lead the discussion.

In large group, along with the collaborative activities such as reading a post learner interaction else has value for learners who post and increase the desire of learning. It is said to be a meaningful cooperative activities (Graham et. al, 2001, in Dixon, 2010:2). Therefore it is important to measure contribution index value. The CI value will be between the range of -1 to +1.

If participants mostly receive a message, it will approach its contribution towards -1. Conversely, if participants tend to send a message mostly then the index value will be close to +1 (Gloor in Chung and Paredes, 2015). Based on the small and large group discussion, the data of CI can be presented in the following table:

Table 8. Contribution index score's for each participant in connectivism model

No.	Initial	∑S	∑R	CI
1.	AHZI	0	0	-
2.	AF	0	0	-
3.	AR	3	0	1
4.	AS	1	0	1
5.	AMC	2	0	1
6.	AB	6	2	0,5
7.	AR	1	0	1
8.	BRA	1	0	1
9.	BO	1	0	1
10.	FDL	12	12	0
11.	IKP	2	0	1
12.	IS	2	0	1
13.	LM	6	5	0,09
14.	LAN	0	0	-
15.	LNH	0	0	-
16.	MRZ	2	0	1
17.	M	3	0	1
18.	MZA	1	0	1
19.	MFM	4	0	1
20.	MA	1	1	0
21.	MR	2	0	1
22.	MNDP	1	0	1
23.	NH	6	0	1
24.	NST	0	0	-
25.	NDH	11	4	0,46
26.	PAE	7	1	0,75
27.	RAPS	2	1	0,33
28.	RN	0	0	-
29.	RA	1	0	1
30.	RAP	0	0	-
31.	SA	0	0	-
32.	SNH	17	8	0,36
33.	SR	2	0	1
34.	SL	4	0	1
35.	SR	0	0	-

36.	TMN	1	0	1
37.	VECP	2	0	1
38.	WAP	2	0	1
39.	YN	5	0	1
40.	YA	0	0	1
41.	AAA	9	2	0,63
42.	AGS	0	0	-
43.	BD	6	0	1
44.	DNW	6	1	0,71
45.	DCK	1	0	1
46.	DPS	0	0	-
47.	DA	3	0	1
48.	FAF	6	0	1
49.	FZ	7	0	1
50.	HD	2	0	1
51.	HDS	1	0	1
52.	HAW	3	9	-0,5
53.	IMW	3	0	1
54.	IJ	9	7	0,125
55.	LS	3	0	1
56.	MBAN	10	24	-0,41
57.	MWS	19	7	0,46
58.	MZA	0	0	-
59.	MR	4	0	1
60.	MAM	4	0	1
61.	MZM	0	0	-
62.	MAW	8	2	0,6
63.	MITG	5	1	0,7
64.	NN	8	2	0,6
65.	NRM	1	0	1
66.	NI	5	9	-0,28
67.	RS	1	0	1
68.	RIPA	12	6	0,33
69.	RSI	1	0	1
70.	RTL	6	5	0,09
71.	RY	2	0	1
72.	RF	0	0	-
73.	RN	6	1	0,71
74.	VSP	1	0	1
75.	WLY	1	0	1
76.	YA	2	2	0
77.	ZDMH	4	0	1

Index

$\sum S$: amount of messages sent by a participant
$\sum R$: amount of messages received by a participant
CI : contribution index

Table 9. Frequency table of contribution index

Kelas Interval	Description	Frequency
-0,4 s.d. -1	The learner mosly receive messages	2
+0,4 s.d. +1	The learner mostly sent messages	51
-0,3 s.d. +0,3	The learner successfully create interactive dialogues or engagement in learning activity	9
Non existence messenger		15
n		**77**

As the tables above display, in the assessment of contribution index context, connectivism learning model shows us that only 2 participants were more likely to receive a message than to send a message, 51 participants send message more than the frequency of receiving messages, and 15 subjects are not active in learning with a none of interaction and communication. Nevertheless, 9 participants are expected to successfully build some interactive dialogue in the environment, and guide the community (environment) to the learning objectives.

The Nine participants are considered successful in establishing an interactive dialogue in a predictable environment. However, all of them are the chairman of each small team (group of discussion) in the exhibition. Every leader of the teams has the responsibility to lead members to perform tasks and obligations. It is hoped that the developed model is capable to encourage minimum 70% of participants to manage an interactive dialogue. However, on this study, the mount of this criteria are: (9/76)*100 %= 11.67%.

In this case, Contribution Index apart from it's role can also differentiate the tendency of communication pattern. The participants in this study acknowledge that they need moderator on every discussion they make, and actively lead every member to the objectives. Unfortunately, findings show some opposite result to the goal. Every small group hardly drives the discussion because the chairperson of the each group has no proper capability and leadership to run discussion achieve the objectives. The cause of this barrier is predictably because of chairperson of the group has lack konwledge of the topic that they need to run on.

Content Richness Scores (CRs)

In the settings where social learning is implemented in a web platform, it is also taken into account the strength of messages that appear in the interaction which was built by the participants. From the implemented learning model, we tabulate the number of criteria from the messages that appear in discussions:

In every discussion, it appears that participants use a few tools in discussion process. The opinions that they point considerably have a lack meaningful interaction, eventhough some of participants have delivered a clear message appointed to the problem. The responds that they made can be classified as empty messages, that just responds as an expression of clarification (such as: "really?"; "i don't think so"; "is that right?"). It can be infered that the participants are unaware to the problem, and also they don't have a target to achieve in measured time. It is very useful, in connectivism learning or online discussion, to

provide the limited time for the students to accomplish the problem. In strict time, partcipants will be aware that they need to achieve something before the time is over. It can increase the retention of comunication, along with it's meaningful content.

The table bellow will describe individual's content richness score for participants. It is not surprised that some of participants are unable to send the message or join the discussion. Some intervening varibles might be missed to observe, such as the unstability of network that participants, lack of awareness that they have related to learning, or confussion ad negative perception about other members.

Table 11. Frequency Tables of Index Contributions

Interval Class	Frequency
0	23
0,1 s.d. 0,3	8
0,4 s.d. 0,6	23
0,7 s.d. 1	8
Zero activities	15
n	**76**

Based on the level of CR score, there are 15 participants who have zero activities on every discussion. To clarify this data, interviews have been made to identify about what causes that prevent them to join the discussion. Some causes that can be found are: 1) lack of awareness into the learning process; 2) confusion regarding the role that they need to involve in; and 3) unrespecful among classmate. These problems appear to be important in delivering effective and efficient discussion, especially when the population of participants are varied in some characteristics (such as: age, gender, or attitude).

In other hand, 23 participants in the connectivim learning have a zero contribution, despite the message or comments. They are unable to make decission regarding the problem or to respond others opinions. 8 participants have a low contribution, 23 participants have a moderate contribution. And last, 8 participants have a high contribution in achieving or lead a learning process (discussions). To sum up, there are only 31 participants who have built goal-related-discussions and meaningful conversations in connetivism learning.

In a learning community, 70% of the participants are expected to actively contribute, starting from average contributions level. If modified as a percentage, the number of participants that contributed positively are: $(31/77)*100\% = 40.25$ %. The fact that the participants whose contribution is still half of

the amount, the developed learning model (connectivism) needs to be revised, either it's in the rule or the phase. The variables that may be the cause of the lack of contributions from participants are personal characteristics, such as introvert or extrovert. It may be that the actual social relations in the environment or in the classroom. To see this relationship, it could also be provided sociometry instrument for the participants to describe the pattern of relationship that they've made.

IMPLICATIONS AND CONCLUSION

The learning process that occurs in connectivism models has the following characteristics (Moral, Cernea, and Villalustre, 2013:106):
1. The distribution of knowledge through a network (internet)
2. Exploration traces of knowledge
3. Basic thinking of the source is taken
4. Ease of adaptation of learning styles within each network
5. Facilitated knowledge transfer within the network

Interactions that occur in the course can be a valid predictor of outcomes. Contribution Index (CI) and Content Richness score (CRs) have high capability to track students learning progress, and to measure how a learning model affects the student's level of activities or engagement.

In the role of assessment variables, CI and CRs need to be explainde to students (participants) before the learning starts. They need to build a sense of awareness into the learning process by actively engage in the discussion ar any other activities that related to collaborative or cooperative. CI and CRs value the learning process that students demonstrate based on the interaction that has been developed. Regardless to the learning process, students must know the criteria that will be measured for their achievement.

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PROPHETIC LEADERSHIP OF SCHOOL PRINCIPAL

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ABSTRACT

The school principals are an important agent within school daily life. As person in charge in an educational process, they should take care about their students improvement. The students must reach their optimum potentiality on personal ability, religious attitudes, values practised, self control and self esteem, personality, cleverness, social sensitivity, and life skill in order that they can make contribution to the society. Concerning the matter, education based on prophetical values gives a holistic atmosphere to fulfill the idea of educating young generation. This research employs qualitative method with case study perspective. The research describe focusses:(1) the prophetical values in school daily life, (2) the strategies of the school principal in order to accomodate prophetical values, (3) prophetical values that the school principal works for it in stakeholders lifes, and (4) prophetical values that the school principal shows. Informans are the principals of SD YIMI Fullday SchoolGresik, SDK Santa Maria II Malang, SD Metta School Surabaya. Individual data of SD YIMI Fullday School Gresik describe prophetic leadership as a dynamic activity through learning process in school daily life that harmonize between intelectual tradition and spiritual consciousness.Individual data of SDK Santa Maria II Malang describe prophetic leadership as a process of empowerment based on human good nature. Individual data of SD Metta School Surabaya describe prophetic leadership as a dynamic process that encourages human being precious life to reach its fullness.Based on multy case data, the research come to four conclusions:(1) school principals employs personal and fungsional approach for conservating prophetic values in school daily life, (2) schools principals make a meaningful activities for accomodating prophetic values within schooldays, (3) school principals empower values, and (4) stake holders say that school principals influence their daily life. As the conclusion, prophetic leadership is a capacity to enactment the prophetical values.

Keywords: leadership model, school principal, prophetic leadership

The school principal, as an agent of change, should retain the basic values of institutions. The basic values are the crystallization of sublime experience that contains an inspirational and normative values by which one will always keen-motivated to make it happen. The basic values that can be sourced from philosophical beliefs, socio-cultural, political, economic, or religious.

Based on the basic values that bring the citizen school principals to change. If a change in the surrounding incompatible with the basic values, the principal is obliged to affirm the basic values that must be followed by the school community and stakeholder education. Tobroni (in Arifin, 2014:7) confirmed that the leadership based on values is a realization of the 21st century is called the century of the values or the values age. The ugliness of the times that appear in the present is seen as a result of the crisis of values (Arifin, 2014:8).

The context of the discussion of "leadership that based on values' introduced a new genre of leadership, namely the prophetic leadership (Hadi, 2012:xv). This model states that exemplary behavior in the form of prophetic wisdom, messages and life have contextual dimension that continually missed his presence when the human condition that is not able to demonstrate clearly the basic values that deserve to be followed.

Religious-based educational institutions inculcate religious values to all citizens.They have an awareness in carrying out religious values. Religious-based educational institutions put religious values into practice in daily lives in order to contribute positively to the environment. There was a process of transformation of religious values into the values of life that is manifested in the lives of students. On the basis of this understanding, the system of educational institutions based on religion is a planned effort to make the students familiar, caring, and internalize religious values and practice them in daily life in the community.

Religious-based educational institutions is already offering an environment that conditioned the birth of mainstream values based on religious principles derived from the prophets. In line with this concept, religious-based educational institutions believe that someone would have to walk and live by understanding and believing the main principles to live as a noble creature. Within this context, the researcher saw that literature that answers the question "How does the principal show the prophetic leadership?" is still limited. On the basis of this reality, researcher considers that theme of prophetic leadership deserves to be further investigated.

There are several studies that have relevance to this study. In 2003, M. Thurmudi (in Sahlan, 2009:10) had conducted research *Praktek Pendidikan Agama Islam di Sekolah*. In this study,

Thurmudi finds that there are five dimensions in the practice of religious education, namely (1) the dimensions of knowledge / religious knowledge, (2) the dimensions of ritual / religious practices, (3) the dimensions of ideology / belief / religious belief, (4) the dimensions of experiential or dimensional experience / religious feeling, and (5) the consequential dimension / religious effect.

Then, Masdar Hilmy did a study *Islam Profetik (Substansi Nilai-nilai Agama dalam Ruang Publik)* in 2008; which its focus is religion in the universal perspective. The study found that it displays in terms of prophetic religion liberate humanity from all forms of shackles and oppression.

Furthermore, Asmaun Sahlan had done research *Mewujudkan Budaya Religius di Sekolah (Upaya Mengembangkan PAI dari Teori ke Aksi)* in 2009; which is the focus of research is the development of PAI in realizing the religious culture in schools. Sahlan's study found that the need for systematic efforts to develop Islamic Religious Education (PAI) so that the religious culture in schools can be realized. These efforts include (1) the addition of classes, (2) improving the quality of learning, (3) development of extracurricular, and (4) cultivation of religious values.

Thurmudi,s research (2003), Hilmy's research (2008), and Sahlan's research (2009) show only the implementation prophetic values of Islamic practice in school life. The research findings still exist in a similar normative level. On this fact, the researcher asked "what kind of leadership if there were an research on principals who have different religious backgrounds?" Coinciding with this question, in 2013, Pani Hadi wrote *Hamengku Buwono IX Inspiring Prophetic Leader*. The contents of various articles in anthologies that inspired the concept of prophetic leadership is defined as a model of leadership that embodies the values of the prophetic aimed at the welfare of mankind. This inspiration gave birth to further questions as "What is the prophetic leadership applied to the school principal?"

METHODS

This study employs a qualitative research approach. A qualitative approach is an attempt to understand the subject from the standpoint of the subject itself (Arifin, 1996:50). Bogdan and Biklen (in Ulfatin, 2014:23) formulate qualitative approach as a research procedure that produces descriptive data of the person or the behavior observed. Ulfatin (2014:23) defines qualitative research as:

The research aims to understand the phenomenon of what is experienced by the subject of the study such behavior, perception, motivation, action and others, holistically, and by way of description in the form of words and language, in a specific context that is naturally and by utilizing various scientific methods.

The main data sources are the principals of SD YIMI Fullday School Gresik, the principal of SDK Santa Maria II Malang, the principal of Metta School Surabaya. Each of them interpretates the prophetic leadership. This study is not intended to test the hypothesis, but to collect the data, to classify it, and to interpret it in order the researcher finds a new principle that can be described through an exposure of research results (Ulfatin, 2014:24). The next source are some informants who were selected on the recommendation of their principal. According to Lincoln and Guba (in Moleong, 2010:132) states that, "the informants help the researcher in order that the researcher can be able to immerse in the local context". The informants assist the researcher in collecting as much as possible data in a relatively short time. Informants consist of two teachers (educators), three students, three school staff (TU employees, security guards and janitors), and two parents. The researcher got information from informants about the form of prophetic leadership shown by the principals.

This study carried out by following a process of qualitative research "case study type". The case study is a series of exploratory activities to create descriptions and analyzed intensively and detailed a symptom or social unit such as individual, group, community, or institution (Wiyono, 2007:77). Ulfatin (2014:25) formulated the case study research method emphasizes disclosure of the data, the facts in detail to an object or event. Figure 1 shows the process of case study research.

Figure 1. The Process Of Case Study Research by Miles & Huberman (in Ulfatin, 2014:50)

Figure 1 above formulates a case as a "phenomenon of some sort occuring in a bounded context". In the context of research on "the Prophetic Leadership of School Principal", prophetic leadership is a phenomenon in social interaction in a social unit school. Therefore, the nature of this study is exploratory and descriptive for the answers to the question "what" is found through a study of the background circumstances and environment interaction in a social unit (Arifin, 1996:57; Ulfatin, 2014:59).

Figure 2. Multicase Research (Arifin, 1996:60 & Surbakti, 2006:205)

Furthermore, figure 2 shows multi-case studies as the study of the two or more subjects, settings or data storage (Arifin, 1996:59). Procedures of multi case study departs from the single case to subsequent cases, so that the cases studied had two or more subjects (Arifin, 1996:60). In this study, there are three principals as the subjects of the study. Multi case study is an attempt to better understand the focus of research because the second data will sharpen the first data and the third data will sharpen the meaning of the first and the second data. Miles and Huberman (in Ulfatin, 2014:67) assert that by multi-case studies, the researcher can make precision, validation, and stabilization of the findings.

RESULTS AND DISCUSSION
Findings of Individual Cases
Prophetic Leadership strengthen school leadership models and strengthen the character of the school. It is based on the findings of research. The following are the findings of the three studies on three principals of elementary school concerning on the prophetic leadership.
Findings in Case 1 (SD YIMI Fullday School Gresik)
The research findings will be presented in the order in the focus of research.

Prophetic values spread by the principals to stakeholders.
Firstly, school as a place to develop a prophetic character; and, learn the values of the Islamic faith are values received from the principal. Secondly, religious activities throughout the school community; development of potential interest-talent students; development of life skills; learning environment; social learning; silahturahmi; religious tour; in any opportunities, the principal gives prophetic values in the life of the school community. Thirdly, 3) Effect of prophetic value in the lives of stakeholders can be felt in the life of the school community. It makes the teaching profession as a vocation that must be lived voluntarily and that to be

charitable-worship; sharing to improve the quality of life and togetherness; jointly improve welfare. Then, the students know the behavior that are expected to emerge, namely: to understand, appreciate, and memorize the holy Koran; prayers; not arrogant; polite; do not talk dirty and rude; not hostile; talk and behave delicate to anybody; study diligently; not ignorant and fight; not naughty, not ignorant, and do not steal; filial to parents and teachers. Furthermore, employees feel comfortable and familiar with each other, help each other, work with sincerity and devotion. Finally, recognizing the importance of values prophetic, parents encouraged to participate in filling the Buku Anak Saleh; participate in school activities; provides sharing of experience in carrying out religious activities.

Principal's strategy for conserving prophetic values in school life.
Firstly, the principal leads with religious principles and mobilize teachers, employees, students, and members of the community to do something to the success of education programs in schools. The school principal also provides exemplary life in everyday life at school. Secondly, the principal gives respect to his subordinates; communication to build understanding; deliberation to find the word consensus to create a school as a working environment that embodies the values of prophetic harmonious, healthy, dynamic, and comfortable so that members can work with the full productivity and obtain the highest job satisfaction.

Principal's strategy for accommodating prophetic values in school life.
Firstly, the principal of the school invited residents to run the Five Pillars of Islam; start and end teaching-learning activities by praying and reading the Holy Koran; give quality time as a means to relate with parents to strengthen and develop the potential of the heart / conscience / affection of school community based on the prophetic values. Secondly, principal uses self-evaluation tools based on the verses of the holy Koran, the *Buku Anak Saleh*, and the formation of *laskar kebersihan* to correct the behavior of people in schools that do not correspond with the values developed by the school. Thirdly, the principal builds personal character so the school community sees him as a good person, can guide, can be an example and role model, assertive, professional, work according to schedule, active activism, still young but knowledgeable to develop the habits and behavior of people in schools commendable and in line with the prophetic values instilled by the school. Fourth, the principal invited residents self-assess / evaluate programs / activities with mirrored to interpret the verses of the holy Qur'an that

constantly read and ponder both at school and in everyday life to develop the school as an environmental milieu learning in line with of the prophetic values.

Principal's strategy for introducing prophetic values to stakeholders.

Firstly, school is the place to build a noble character and liberation from ignorance of the law, stories of the prophets, and the story of the Prophet Muhammad's example is a prophetic values. Secondly, the lack of participation of parents and the community to make the school as a source of the emergence of awareness of religious duty are the obstacles in incorporating the values of the prophetic in the life of stakeholders.

Findings in Case 2 (SDK Santa Maria II Malang)

The research findings will be presented in the order in the focus of research.

Prophetic values spread by the principals to stakeholders.

Firstly, the principal instill the understanding that school is a place to live Christian values and relationships between the school community is the basis to form a communion of life. Secondly, the prophetic value sinternalized by the principal affect the lives of stakeholders. In this context, the principal instills understanding that teachers educate children with exemplary attitude; have personal integrity. Then, principal ask student for being honest (not lying), hard work, responsible. Students should not talk dirty words, be discipline, not underestimate the little things, like helping a friend, be polite; engaged in activities along with the poor people in the month of Ramadan as a form of sensitivity to the surrounding environment; be sensitive and concerned about the condition of others, behave, prayerful and to the Church; help others.

Principal's strategy for conserving prophetic values in school life.

Firstly, principal embrace all people in schools; meeting to build understanding and understanding of teachers; empathy (putting yourself in the other person's position) to move the teachers, staff, students, and members of the community to do something to the success of education programs in schools. Secondly, principal gives exemplary action.

Principal's strategy for accommodating prophetic values in school life.

Firsly, principal School invites residents to always remember/ keep returning to the fundamental source/ destination where school principals as a way of strengthening and developing the potential of the heart / conscience / affection of school community based on the prophetic values. Secondly, leadership as a form of appreciation of the values of life as a nun; monthly regular meeting; The annual work meeting, recollections and retreats and as a medium to reaffirm the important role the vision and mission of the school as a means of correcting the behavior of parents that is not in accordance with the values developed by the school. Thirdly, principal develops the habits and behavior of the school community are commendable and in line with the values instilled by the school prophetic. The school principal shows attitudes down to earth, simple, like smiling, friendly and nice, while respecting the people.

Principal's strategy for introducing prophetic values to stakeholders.

Firsly, educate according to the example of Jesus; faith in divine providence; solider; sensitive; live in fellowship; equality of dignity; becoming a whole person is a prophetic values championed Principal in the life of stakeholders. Secondly, participation and low parental participation in school activities are obstacles in the prophetic enter values in the life of stakeholders.

Findings in Case 3 (SD Metta School Surabaya)

The research findings will be presented in the order in the focus of research.

Prophetic values spread by the principals to stakeholders.

Firstly, principal states that school educate its students in high morality, integrity, courtesy of manners and language, the benefits of science, and generosity as an expression to give students the atmosphere of Buddhism. Secondly, various school activities into opportunities that were principals in the prophetic enter values in the life of the school community. Thirdly, the principal gave the understanding that the first teacher attitude is exemplary; firm but not hard; harmonious interaction with all teachers; train reverence and devotion to parents; fosters responsibility of the student; loyal to the school and to participate actively in these activities; *Di Zi Qui* is applied in everyday life.

Principal's strategy for conserving prophetic values in school life.

Firstly, the principal of Siddhartha Gautama is applied as a way to mobilize teachers, employees, students, and members of the community to do something to the success of education programs in schools. Secondly, the

principal applies the messages in the book Di Zi Qui as a guide to creating the life of the school as a working environment that embodies the values of prophetic harmonious, healthy, dynamic, and comfortable so that members can work with the full productivity and gain job satisfaction highest.

Principal's strategy for accommodating prophetic values in school life.

Firstly, principal strengthen and develop the potential of the heart / conscience / affection of school community based on the values prophetic by pointing out that since its establishment, SD Metta School carrying value of "educating the heart and soul of the young" as a slogan. Secondly, the principal trains the values taught by the book *Di Zi Qui* as a way for correcting the behavior of people in schools that do not correspond with the values developed by the school. Thirdly, principal develop the habits and behavior of the school community are commendable and in line with the values instilled by the school prophetic. School principals develop personal character well, a draw in making the decision, decisive, authoritative, knowledgeable, courteous, make people comfortable, friendly, exemplary, professional, humble, neat, clean, like a smile, friends talk to men, open, diligent, not late, become the idol of students, discipline; patient. Fourth, know the message of Buddhism through education in order to become a virtuous person.

Principal's strategy for introducing prophetic values to stakeholders.

Firstly, Siddhartha Gautama taught how man can live happyly. It will happen if man knows the source of suffering and an eight way to achieve happiness. Secondly, lack of understanding as well as low parental participation in school activities is an obstacle for introducing the prophetic values in the life of stakeholders.

Discussion Within A Multicase Perspective Prophetic Values Spread by the Principals to Stakeholders

The study findings showed similarities across cases of three principals. They were able to bring the people crossing times difficult transition in the life of the institution. Courage is based on the belief that the fruit will bring good thoughts. It is accompanied by the ability to establish relationships and communication.

The theory of personality traits analyze the characteristics and personal characteristics that differentiate leaders from non-leaders. Factors that comes from himself, that notion is

concerned about leadership, values, or the pursued within the leadership, or the experience of placing a charismatic leader to have such attributes, enthusiastic and courageous (Robbins, 2003:433). More profoundly, there are six characters that distinguish leaders from non-leaders, the ambition and passion, the desire to lead, honesty, and integrity, confidence, intelligence, and knowledge relevant to the job (Kirkpatrick in Robbins, 2003:433). In addition, people who have a nature-aware strong self - that is, very flexible in adjusting behavior merela into different situations - likely much greater emerge as leaders in groups rather than their nature-aware he was weak (Dobbins in Robbins, 2003:433).

The principals is intelligent and visionary figure. Foresight expressed by them are the result of thinking about how to improve the quality of self-agency, both personnel, management system, organizational structure, as well as infrastructure. They prioritize responsibility, devotion, and obligations that must be fulfilled in undertaking the vision and mission of the institution. In this regard, Imron (2014:6) states that the leadership prophetic in educational institutions is a leadership hearts, educate the conscience (conscience), your sincere heart is always positive and filled with a sense of devotion to God and always wanted to uphold morality in context the institution he leads.

Prophetic leadership style in building organizational culture can be carried out by four steps:(1) the pure intention of building an inner quality is excellent in the lead. With a prime inner quality, community organizations will have the full attention to each task; (2) develop a quality culture by building a core belief (core believe) and core values (core values) to community organizations that live and work essentially the worship of God, it must be done with the best; (3) develop brotherhood among members of the community, so that collaboration, synergy between individuals and groups/units within the organization can be created to empower the potential and power to the fullest; and (4) develop ethical behavior in working through the cultivation of gratitude and patience in undertaking. Thus, theoretically prophetic leadership is the ability that reflects the spirit of religious consistency humanizing, liberating, and a new dimension of divine solid-match with a human dimension.

Prophetic leader runs his leadership not only by using his intelligence alone, but at the same time involve the Lord God Almighty, through guidance or instructions received from Him. His life is an investment for the humanity of the higher, nobler, and more dignified. The size of which is open and can be known by the public, the leadership prophetic educational institutions have a behavior measured in the form of (1) uphold virtue, (2)

resolve the conflict for the good of all, (3) conduct mutually beneficial cooperation, (4) to think of the next generation , (5) share and personal initiative, (6) honesty and personal responsibility, (7) an example of serving, and (8) caters for all.

Principals' Strategy for Conserving Prophetic Values in School Life

All principals lead the school in a multicultural city where people store large cities as a result of the potential problems of various kinds of social background, economic, and cultural population. The three cities that have a high economic growth. However, access to welfare and prosperity feel uneven. This situation has the potential to cause social problems. Thus, if the high expectations for the work, but without the depth of religious and moral strength, the young people are in danger of sedentary behavior, disorderly, undisciplined, and away from religious norms.

All principals initiate conservation measures by establishing a personal spiritual wake before forming a spiritual wake the school community. Getting them to move educators, employees, students, and members of the community to do something to the success of educational programs in schools showed that all three showed the same interest in spiritual development that eventually put them on a moral consciousness that upholding universal values life. Furthermore, they succeeded in realizing the condition of the school as a working environment that embodies the values of prophetic harmonious, healthy, dynamic, and comfortable so that members can work with the full productivity and obtain the highest job satisfaction.

The study findings showed similarities across cases in the strategy for conserving the principal prophetic values in the life of the school community. Prophetic leadership they display is substantive, namely the prophetic leadership born of spiritual appreciation of the three principals and their closeness to the Divine reality and the spiritual world. Prophetic leadership model they converge in personality and behavior of daily life.

Mulyasa (2003:256) states that there are many teachers, staff, and students who are afraid to express their problems to the principal. Problems were they going to distract them in fulfilling the tasks and the ultimate goal of their presence in the school. According Mulyasa, empathic attitude and feel the problems presented by the principal to those who are having problems is a relational alternative to reduce tension in the life of the school. That

way, the school principal maintain good relations and set an example for the entire school community in solving the problem. In the same occasion, the head of school to help lighten their load, which in turn will be beneficial to improve their performance.

Principals' Strategy for Accommodating Prophetic Values in School Life

The study findings showed similarities across cases in the strategy of three principals to accommodate the prophetic values into the life of the school community. All three principals instill key values in the lives of those around him to be disciplined, modest, polite, behave well as honest and sincere. All three principals strengthen and develop the potential of the heart / conscience / affection of school community based on the values of the prophetic.

Spiritual abilities making it able to take into account the situation, place, and context in attitude and action. Leadership behavior is the fruit of reflection and contemplation of mental and spiritual. A leader is always the audience is expected to be an example. His behavior, his speech, and even his appearance is expected to contain no reproach. Intelligence, good manners and even physical and spiritual strength is expected to have a quality above average.

The leader is a projection of all kinds of virtues. Outward expression is never angry: angry against virtue because by the time a person gets angry he loses self-control. The headmaster correcting the behavior of the school community are incompatible with the values developed by the school based on the manual / checklist that is used as the standard of behavior expected. He would keep reminding his subordinates not to commit the same mistake on another occasion, but he speaks not with "grumpy". Although he has a firm stance and firm stance, he remains "nguwongke" subordinates. Because it forms a correction of deviant behavior displayed by them not as retaliation or punishment, but as a consequence of the choice of action has been decided. That way, the three principals to familiarize people in schools to always think long and weigh weighing the result of a decision before making a decision and do it. That way principals develop the habits and behavior of the school community are commendable and in line with the values instilled by the school prophetic is not the method to frighten, but rather the method of sharpening, compassion, and parenting. Under conditions of this study, the principal still able to maintain authority in accordance with their rights and responsibilities. Deeper, head of development of the environment of school life as a learning environment that is consistent with the values of the

prophetic through positive radiant energy, their own creativity, emotional stability, and constancy of their personal spiritual growth developed.

Principals' Strategy for Introducing Prophetic Values to Stakeholders

The study findings showed similarities across cases of three principals in perspective shows local wisdom, in the sense of the wisdom shown by the vision and mission of the institution:community development oriented projects. In this context, all the local's it means the value of Islamic maintained and further developed in SD YIMI Fullday School Gresik, the value of catholicity treated and cultivated in the SDK Santa Maria II Malang, or also the value Buddisme treated and cultivated in SD Metta School Surabaya. All three principals to put the process approach as a way of learning that must be passed by the school community. They did not put the success of education on the foundation that prioritizes the results of mere pragmatism. They were aware of his position as head of the school is a trust that must be carried (in terms of Hindu word "dharma" which means leadership as self service).

All three principals to enter a dimension that does not exist in modern leadership models that tend to do everything so that the specified target is reached (such as the model of management by targets or by orientation). "Matra" is the dimension of "rasa" (the word Java language to express the affective dimension communal) who put personal interests (aspiration or ambition principal) not as the main elements that must be fought, but as an element of "existing together" with elements of the another part of the community (Hadi, 2013:321).

The ability to weigh the "rasa (Javanese word)" will give birth to a balance or harmony which is the fruit of harmony and mutual respect fellow human beings. This perspective makes the society or the "other" as an important part in the existence of "personal"; not as a worker who is positioned as an object or a part of a threat to the ego and the "I".

Keating states that in performing the task of leadership affects a group of people heading to a specific destination, a leader is influenced by several factors (Keating, 1982:18-20). In the case of prophetic leadership, factors that affect leadership are factors derived from itself, that notion is concerned about the realization of the values or religious significance to be a minimum set through leadership. Values or religious significance was moving southwest leadership is concerned that anything he does is

an expression of what he believed in religious life.

Based on the above, the prophetic leadership brings forth dimension to the dimension of divinity. God is a true leader who inspires, influences, serving and stir the conscience of His servants with a very thoughtful approach and exemplary ethical. Therefore prophetic leadership also called leadership that is based on religious ethics and religious intelligence, based on faith and conscience. Integrity and credibility itself is a guarantee for the work and efforts. The soul of compassion or feelings of compassion, generosity, solidarity and mutual assistance and shelter to all those displayed by a prophetic leader is the antithesis of the situation era featuring hedonism, consumerism, pragmatism, and transaksionalisme. Tobroni (in Arifin, 2014:7) confirmed that the leadership based on values is a realization of the 21st century is called the century of the values. Nowadays, people is seen as living in the crisis of values (Arifin, 2014:8).

Propositions as the Result of the Research

After going through the stage of discussion, this section states that research propositions presented in order of research focus.

Proposition 1: Prophetic values spread by the principals to stakeholders.

1. The school principal shows a way ol life based on the prophetic values.
2. The school principal uses different ways for implementing prophetic values in the life of the school community.
3. The dissemination of the prophetic values affects the lives of stakeholders.

Proposition 2: Principals' strategy for conserving prophetic values in school life.

1. The school principal embodies the prophetic values.
2. The school principal shows the prophetic value with three aspects:(1) pattern, (2) respect for the dignity of human life, (3) affection.

Proposition 3 Principals' strategy for accommodating prophetic values in school life.

1. The school principal directs each person to be aware of the purpose of human existence and role in the world.
2. The school principal is committed to preserve the prophetic value in order the principal can correct behavior that is incompatible with the school's values.
3. The school principal shows consistency to develop habits and attitudes with the prophetic values.
4. The prophetic values are cared for creating environment of the school as a learning environment that is consistent with the values of the prophetic.

Proposition 4: Principals' strategy for introducing prophetic values to stakeholders.
1. The values worth fighting prophetic principals in the life of stakeholders.
2. Lack of understanding and participation of parents and the community are barriers to grow up the prophetic values in the life stakeholders.

CONCLUSIONS AND RECOMMENDATION
Conclusion
Prophetic Leadership (prohetic leadership) is a genre or the prophetic leadership of the new leadership. Prophetic Leadership featuring a leader who combines intellectual ability, cultural, emotional, and spiritual to serve a lifetime with full sincerity, selfless, except as worship.

Recommendation
Chairmans of the YIMI Foundation Gresik, the Metta School Foundation Surabaya, the SDK Santa Maria II Foundation should deepen the prophetic values within its institutes as a foundation for making of the vision and mission of the foundations.

Principals of SD YIMI Fullday School Gresik, SDK Santa Maria II Malang, SD Metta School should have confidence that the prophetic leadership brings distinctiveness to their school.

Kepala Dinas Pendidikan Kota/Kabupaten should review the vision and mission of every state school. They should be based on thoughts or idea of the founders of the nation and the national history of Indonesia.

Other researchers can make this research as a starting material in performing similar research or advanced research to develop knowledge, especially with regard to the theme of this study, such as the leadership of local knowledge, educational leadership by implementing local wisdom.

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THE TEACHERS' ROLES IN TEACHING ENGLISH

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ABSTRACT

It is true that teacher's roles are very important in teaching and learning English. Teaching English is an art. It can be divided into two, they are: the mastery of the theory and the mastery of the practice. There must be nothing more important in the world than art. Teaching English is also an art. English may cover a wide range of topics such as stages of the lesson, the classroom management, lesson planning, and other topics.This article will share a few of ideas of how to be a good teacher who mastery the art of teaching English. These responses imply that aside from the teacher's character and personality, which affect his or her teaching, the teacher's support with students also plays an important role in the success of learning.

Keywords: teaching English, important, good teacher

Teaching English is an art. In his book The Art of Loving, Erich Fromm (1978) says that the process of learning any art can be divided into two parts: the mastery of the theory and the mastery of the practice. Still according to Fromm, there is another factor necessary to become a master in any art. There must be nothing more important in the world than art. Teaching English is also an art, so it requires knowledge and effort. Following Fromm, to master the art of teaching English, one must know the 'theory' of teaching English and the theory of the language itself, and then he or she must translate what he or she knows into the practice of teaching. The art of teaching English may cover a wide range of topics such as stages of the lesson classroom management, lesson planning, and other topics. This paper will share a few of ideas of how to be a good teacher who master in the art of teaching English. More over ...a great teacher is a great artist...(John Steinbeck).

DISCUSSION

A teacher is a manager in a classroom. Manager is the people of management. And management is how to make some one else follows the manager needs. So, the teacher is a person who has a power use peoples to achieve purposes. In teaching and learning process, a teacher is a manager in a class, so, to be a good manager in a class, a teacher should have good strategies. A teacher who has good strategies will get success in teaching learning process. Therefore, it is important a teacher should have good strategies because it can make him or her to be professional in his or her job. According to the statement, it can be found a question of "What makes a good teacher?" Responding to the question, Jeremy Harmer (2002) collected the following answers:

1. They should make their lessons interesting, so the students do not fall asleep in them.
2. A teacher must love her or his job. If she really enjoys her job that will make the lesson more interesting.
3. The teacher has own personality and does not hid it from the students so that he is not only a teacher but also a person as well, and it comes through the lesson.
4. A teacher has lots of knowledge, not only of his subject.
5. A good teacher is an entertainer in a positive sense, not a negative sense.
6. It is important that the learners talk to the teacher when they have problems and they do not get along with the subject.
7. A good teacher is somebody who has an affinity with the students that they are teaching.
8. A good teacher should try and draw out the quiet ones and control the more talkative ones.
9. A teacher should be able to correct people without offending them.
10. A good teacher is someone who helps rather than shouts.
11. A good teacher is someone who knows the students' names.
12. The teacher needs to have dress sense. It is not always the same old boring suits and ties.

There were some teachers' character and personality which affect the teaching and learning success.

The roles of a teacher

In the classroom, a teacher may play different roles, depending on the stage of the lesson and on the class activity. A teacher is one of the facilitators in teaching learning process. Therefore, a teacher can be described as the center of learners in a classroom.

Harmer (2002) points out that the students need more precise terms than the term facilitator, since any role a teacher takes is aimed at facilitating learning. According to the statement, a good teacher can play as:

Controller

Acting as a controller, the teacher is in charge of the class and the activities in which the students are not working on their own. In this situation, the teacher's role is dominant.

Organizer

In this role, the teacher organizes students to do the class activities. This involves telling the students how to the activities, grouping, and also stopping. One of the most important roles that teachers have to perform is that of organizing students to do various activities. They often involves giving the students information, telling them how they are going to do activity, putting them into pairs or groups, and finally closing time down when it is time to stop.

Assessor

Students need to get feed back on how they are progressing, so as an assessor the teacher provides feedback and correction and also grading in some ways.

Prompter

As a prompter, the teacher provides help when necessary. The teacher gives a prompt when a student is not sure about something for example; the student who not sure to this or her ability.

In such situations the teachers have to help but they do not want, at that stage, to take charge because teachers are keen to encourage the students to think creatively rather than have them hang on our every word.

Participant

When the students are working in groups, the teacher may join in a group and act as a participant in the discussion.

There is a good reason why teachers might want to take a part in a discussion. For example, it means that they can enliven things from the inside instead of always having to prompt or organize from outside the group.

When it goes well, students enjoy having the teacher with them, participating is often more instantly enjoyable than acting as a resource.

Resource

When the students need some information about something relevant to their learning, they may turn to the teacher. In this situation, the teacher may act as a resource.

Students might ask how to say or write something or what a word or phrase means. They might want to know information in the middle of an activity about that activity or they might want information about where to look for something-a book or a web site for example. No teacher knows everything about the language. What the teachers should be able to offer, however, is guidance as to where students can go to look for that information. Alternatively, teachers need to have the courage to say I do not know the answer to that right now, but I will tell you tomorrow. When teachers act as a resource teacher will be helpful and available.

Tutor

This role seems to combine the role of prompter and resource. This role is needed when the students need guidance on certain projects. The teacher assumes this role with individual students or a small group of students.

It is difficult to be a tutor in a very large group since the term implies a more intimate relationship than that of a controller or organizer. However, when students are working in small groups or in pairs, teachers can go round the class and, saying briefly with a particular group or individual, offering the mentioned guidance. It is essential for teachers to act as tutors from time to time. In this more personal contact the learners have a real chance to feel supported and helped.

Observer

The teacher can observe students do the activities, so later he or she can provide feedback to them. Observation is also useful for the teacher's development in assessing certain materials or activities.

Teachers will observe what students do (especially in oral communicative activities) so that the teachers can give them useful group or individual feedback.

It is often useful, when taking notes on students' performance-either as a whole class, or for individual students-to have column not only for what students get wrong but also what they do right.

Teachers do not only observe students in order to give feedback. They also watch in order to judge the success of the different materials and activities that they take into a lesson so that they can, if necessary, make changes in the future.

Performer

Teachers may consider themselves "actors" or "actresses" who perform in front of the class. Some teachers feel that they are more humorous and energetic in their "show" in class.

Teaching Aids

The teacher as teaching aids means that they use themselves as language models, providers of comprehensible input. When they use miming and gesture they serve as teaching aids themselves.

Students and Teacher

The students and the teacher are the important things in teaching learning process. Therefore, it is impossible the teaching learning process can run well without them. To achieve the good achievement in teaching learning, a good teacher should know the strategy to handle the class and the students. The following statements are some of the basic principles, proposed by Michael Lewis and Jimmie Hill (1992) in their *Practical Techniques for Language Learning*.

a. Learning is more important than teaching
b. Teach the students, not the book.
c. Involve students in the learning process.
d. Do not tell students what they can tell you.
e. Show your reactions to what students say.
f. Students need practice, not you.
g. Do not emphasize difficulties
h. Very what you do and how you do it.
i. Useful and fun is better than either alone.
j. We all learn best when we are relaxed.
k. Students can be silent but still involved.

Beyond to the theory of the practice of teaching English, all the theories about teaching will not be much useful if they are not translate into practice. They should serve as guides to action in the classroom rather than dogmas that we have to follow blindly regardless of the context. There is not much to say about the practice of teaching English. Practice may not make us perfect, but it may improve our mastery in the art of teaching English.

There is no established formula for teaching communicative competence skills, so the teacher may choose the teaching style which best suit the students language levels, interests, and learning purpose.

Basic steps are:
Selecting a teaching point

In order to decide which teaching point to emphasize, the teacher may directly ask the students about their interests and needs and draw a list of these in order of importance, or the teacher may follow the suggested topics in communicative competence, and then the teacher selects it.

Providing help in order to enable the students to proceed with the activity.

After selecting a teaching point, the teacher provides help with necessary vocabulary, grammar structure, sample phrases, and background knowledge so that the practice activity may proceed smoothly.

Proceeding with the activity

Here are some commonly used communicative competence activities and sample exercise, starting with low-risk, non-personal activities and going to high high-risk, personal activities. For examples: community-oriented tasks; the bank, what is a checking account? What is savings account? What is interest? Etc.

The other importance in teaching learning is the method. To achieve the target, it is important; a good teacher has variation methods in teaching and learning process. The others activities are; show and tell, oral presentation, replying instruction, problem-solving activities, list, communication games, interpersonal exchange, story construction, social formulas and dialogues, and the role play.

Evaluating progress.

The teacher should not expect students to do the activities perfectly, but he or she should be satisfied when the students can be meaning across. She should never correct the students' errors during the activity because constant correction discourages students. Instead, the teacher takes note silently on the errors. In the feedback session, the teacher should point out the students' strength first, and then point out his errors. In closing, it should be borne in mind that whatever approach or method is selected, factors within and outside the teachers' control could influence the outcome of the program. Teachers should be able to distinguish these, adjusting them accordingly, beginning with ones he could control or change, and adjusting his approach whenever there are factors he could not control at the moment.

There are many methods in teaching learning process

Research and Analysis in Teaching and Learning Literature Review and Methodology

This class is intended to be a forum in which to investigate the paradigms and approaches to educational research that participants can utilize in their Master's Projects. Participants discuss and refine their research questions and examine

methods of data collection within the framework of research plans they design for their projects. Teacher research and action research are particularly emphasized for practitioner researchers. Participants investigate criteria used to evaluate research relevant to education and experience peer review of their own research displayed during the course.

Methods and Techniques of Teaching: Foreign Languages Analysis of teaching specific subject-matter areas, the development of learning experiences, and techniques specific to particular subjects; literature, research, and scholarly content of teaching methodology. Students choose the course appropriate to their area of certification. This course is accompanied by teachers of practicum that includes observation and assumption of teaching and management duties in a public school setting. Students are responsible for planning a schedule of daily activities with their research exploration. Students will examine the research base behind instructional strategis and their efficacy with different types of learners. They will study assessment and accommodation /modification.

Methods and Techniques of Teaching: English Analysis of teaching specific subject-matter areas, the development of learning experiences, and techniques specific to particular subjects; literature, research, and scholarly content of teaching methodology. Students choose the course appropriate to there are of certification. Course work in this sequence is related to practicum that includes observation and assumption of teaching and management duties in a public school setting. Students are responsible for planning a schedule of daily activities with their classroom supervisor, in this case is a teacher.

Methods and Techniques of Teaching: Elementary

Analysis of teaching specific subject-matter areas are the development of learning experiences, and techniques specific to particular subjects; literature, research, and scholarly content of teaching methodology. Students choose the course appropriate to there are of certification. Course work in this sequence is related to Discussion and Question Development.

Student Teaching

They help students develop skills essential for successful professional educators, including the use of theoretical knowledge to inform professional practice and the cultivation of question rooted in practice to illuminate the meaning of theory.

Using Video to Study Teaching and Learning

Video has become an important tool for teacher education. Both in pre-service and in in-service programs, teachers are often asked to view video form their own or from others' classrooms. In this course, we will examine several of the different ways that video is used in teacher education. For each of these ways, we will explore differences in the videos themselves as well as in the frameworks that are used to analyze the videos. In addition, we will move towards creating new frameworks geared to helping teachers examines their own practices. A portion of each class session will be devoted to investigating a research-based framework for the analysis of classroom video. In the second half of each class, participants will have an opportunity to show and discuss their own video work and the techniques, etc.

CONCLUSION

A good teacher will manage the class well. There are many requirements to be a good teacher. A teacher is not only as the facilitator but also as the controller, organizer, assessor, prompter, participant, resource, tutor, observer, performer, and the teaching aids. A good teacher should be able to select a teaching point, proceed with the activity, proceeding with the activity, and evaluating progress.

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EFFECT OF GROUPING IN COLLABORATIVE LEARNING ON SOCIAL SKILLS

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ABSTRACT

Social benefits of grouping is manifested by the occurrence of psychological engagement and the integrated involvement between members of the group. It is important for emotional health as it generates positive feelings, affection, and friendly. This research aims are: (1) to compare the students social skills between the homogeneous with heterogeneous group in collaborative learning; (2) to compare the students social skills between the high homogeneous group with the high heterogeneous group; (3) to compare the students social skills between the middle homogeneous group with the middle heterogeneous group; and (4) to compare the students social skills between the lower homogeneous group with the lower heterogeneous group. The design of collaborative learning on the research conducted by the reciprocal teaching techniques in a homogeneous and heterogeneous group. The design of this study used a quasi-experimental with pretest-posttest design types. Data were analyzed by using the t test. The results showed: (1) there was no difference on the students social skills between the homogeneous with heterogeneous group in collaborative learning; (2) there was no different the students social skills between the high homogeneous group with the high heterogeneous group; (3) there was no different the students social skills between the middle homogeneous group with the middle heterogeneous group; and (4) there was different the students social skills between the lower heterogeneous group with the lower homogeneous group. The students social skills of the low heterogeneous group is better than the low homogeneous group.

Keywords: grouping, collaborative learning, social skills.

Utilizing technology while doing work together is an important part of learning social life, as well as applying learning technologies such as computers, is part of an innovative creative learning environment that leads to the practice of research and education (Pozzi, Manca, Persoco, & Sarti, 2007). Many studies have shown the benefits of cooperation or joint study on the performance (Hwang , Lui, & Tong, 2008).

The learning process in universities in Indonesia in general still producing graduates who incapable to solve problems and collaborate skills. Generally, colleges still yield performance of graduates who have individual skills. In fact, the world of work requiring the services of graduates who have the collaborate skills, so it is still a gap between the demands of the working world with the capabilities of college graduates. As the results of research suggested by Gaspersz (2007) The college graduates incapable to solve problems and collaborate skills. According Gaspersz, it happens because the gap between the performance needs of the working world with the performance capabilities of graduates in Indonesia. The world of work requires the ability of graduates who have the skills to collaborate, while college graduates who have passed the performance of individual skills.

Learning practices in college even though some have introduced a system of collaborative learning with certain techniques, but most are still implementing learning tends to be classical. Learning that is classically tend to generalize academic achievement and ignore collaboration activities so that the achievement in terms of social skills to be neglected. To balance the achievement of both of these parts or to increase social skills without decrease to the academic attainment, then one solution is to implement collaborative learning so that the gap between the performance of graduates with the needs of the working world can be minimized.

Collaborative learning is basically intended restructure or at least compensate for the shortcomings in the classroom learning traditionally that teacher-centered, by dividing the class into groups or smaller teams to get interaction among learners in certain things intensively and extensively (Buffee, 2000). Intensity and extensity of learning interactions can be achieved if learners learn in a groups. Through constant interaction and thorough in group learning activities are expected bond formation, experience, and learn actively. Collaborative learning environment makes the possibility of an increase in the methods of learning, learners become more active involvement, as well as the improvement of knowledge and skills. Thus, collaborative learning environment emerged as a method of student-centered learning, focused on sustainability and development activities, the performance of meaningful work with the group as a place for strategic interaction.

Managing the collaborative learning environment is basically a way to form and manage groups so happens optimal interaction. The formation of groups based on personality attributes and abilities of learners is the purpose of managing collaborative learning environment. Emphasis the importance of personality attributes becomes the basis for the formation of the composition of the group members. Experts argue that the level of ability, attributes such as gender, ethnic background, motivations, attitudes, interests, and personality (argumentative, extrovert, introvert, etc.) should be of concern in the process of group formation (Martin & Paredes, 2004). Learning conditions with appropriate member composition would allow increased optimization of the learning process. It is worth noting because a group can be formed in a state with the composition of the assortment. If the terms of factor of ability, there are the group members are homogeneous and heterogeneous. The composition of a homogeneous group in a situation may be more optimal than the composition of a heterogeneous group. Otherwise, the composition of the heterogeneous group into a situation may be more optimal than the composition homogeneous group. For that, it needs a way to set the initial conditions of a group, namely with the process of identification of learners properly. Comparing social skills among a homogeneous group with a heterogeneous group in collaborative learning that are the focus of this study.

The group is part of a broad and important for human life and all men must be part or member of a group, both part of a large group or a small one. Included in the learning of the school, learners are generally manageable or to be managed in learning there are a variety of strategies or methods used to create the group. There are grouped based on similar age, abilities, his hobbies, interests, talents, intelligence, the subjects matter or even grouped by blending or combining several types of personality characteristics. Efforts to determine the type of grouping would need a variety of considerations, including grouping in learning, so that these efforts can improve the effectiveness and not be kontraproduktif. In connection with the arrangement of grouping applied in collaborative learning strategies, the group may set up one of them in a small group consisting of three members for each group based on ability.

Macintyre & Ireson (2002), distinguishes grading based on merit or ability of learners, which is placed in a group of heterogeneous (mixed ability) or homogeneous (same ability).

Heterogeneous group by Kelly (1978) called with mixed ability groups. Heterogeneous grouping become the contribution of high ability on lower ability. Thus the lower ability in group pushed higher ability. However, in terms of high groups could also occur over burdened or even disadvantaged its development by having to wait the progress lower group. Likewise can occur, lower group becomes increasingly lagging behind the progress, which can cause stress or frustration.

Kutnick, Sebba, Blatchford, Galton, & Thorp (2005) looked at grouping and the ability to learn in terms of the composition of the group. Based on the ability and the composition of the groups distinguished by grouping by similarity and grouping capabilities are based on a mixed abilities. The first grouping called homogeneous grouping, while the second is called heterogeneous grouping.

Webb, Baxter, & Thompson (1997) have raised the issue of fairness in learning and social behavior in heterogeneous groups and the opportunity to learn from others, which suggested that all children must participate and learn regardless of race, gender, preferences, or level of learning achievement.

Homogeneous group can be divided into high homogeneous groups, medium homogeneous group, and the lower homogeneous group. In a homogeneous group of low and medium psychologically occur stability for the group conditions of the competition is low, so the mental pressure is low. However, the negative side is no less happening or push or pull to a higher level slightly above the group's ability, because in the group there is no member who has the lower ability. While in high homogeneous group, in common equity capabilities. However, psychologically can occur high level of competition as well as the stimulus occurs to a higher level due to the ownership of the high capability.

Collaborative learning techniques there are various kinds. One technique used in collaborative learning on this research that Reciprocal Teaching (Cerbin, 2010). Reciprocal teaching is one of the collaborative learning techniques that involve learners in learning activities with each other in the group. The technique provides the opportunity for learners to share the role of learners with other learners, so that the learners the opportunity to present and lead the discussion on the learning and teaching materials specific parts. Thus learners act as a learner. In general, procedures reciprocal teaching the learners together to read a text or work on a specific task. Learners in turns into a learner to present the text portion or a specific task. In the process the learners a role presenting the material, leading discussions, asking questions, explaining the material, and summarize the material.

The steps reciprocal teaching in collaborative learning by Cerbin (2010) is as follows: (1) the learners prepare and share teaching materials/text according to the number of members in the group, (2) learners read/learn the subject matter/text each respectively, (3) turns into a learner learn by presenting a part of teaching materials/text respectively, and (4) learners ask questions, discuss, clarify and summarize materials ajarnya.

METHODS

This research was designed using Quasi experiments (Creswell, 2009). The independent variable in this study is the grouping in collaborative learning with reciprocal teaching techniques with two kinds of composition of the groups, ie homogeneous groups and heterogeneous groups. The dependent variable is social skills.

The control variables in this study is used to ensure results of the treatments in the experiment is valid, as well as to control the outside factors that influenced treatment dependent variable. The variables were controlled in this study are: (1) the ability of students, (2) the ability of lecturers, (3) the scope of the course material, (4) the lecture, (5) media lectures, (6) the allocation of time, (7) the execution time of the lecture, and (8) an instrument of social skills.

The research was conducted on students of 2014 years entry, Study Program of Primary School Teacher Education, Teaching dan Education Faculty, University PGRI Ronggolawe the second semester of the academic year 2014/2015. Determination of students in each class (group learning) is done randomly, so the state assumed balanced between social abilities. Research subject determined three classes. Classes are used as research subjects were selected randomly. While students are grouped in homogeneous and heterogeneous selected cluster. Data to determine the ability of students as the basis for the formation of groups of homogeneous and heterogeneous obtained from the results of academic potential test at the time of new admissions.

The instruments used were a questionnaire of social skills. Social skills questionnaire used to collect the data, has been tested in advance to obtain a valid and reliable instrument. Instruments are given before and after treatment. Data after treatment is used as the data analyzed in this study.

The data analysis in this research include descriptive analysis and inferential analysis of data for the purposes of testing the hypothesis.

Descriptive analysis is done to provide a description or illustration of the data collected without intent to generalize. Inferential analysis is used in order to test the hypothesis. Therefore this study to examine the differences of the two variables, we used the t test (Hair, Black, Babin, Anderson, and Tatham, 2006). Before testing the hypothesis, first tested the requirements analysis, namely data distribution normality test all the groups, and the homogeneity of variance test between groups. To test for normality of distribution used Kolmogorov-Smirnov Test. As for the homogeneity test variants used Leven's Test. Statistical hypothesis testing performed at a significance level of 5% or $\alpha = 0.05$. All statistical analysis using SPSS 19.0 for Windows.

RESULTS AND DISCUSSION

Comparison of students' social skills between a homogeneous group with a heterogeneous group in collaborative learning

The hypothesis of this study is no difference between the students' social skills homogeneous group with a heterogeneous group in collaborative learning. Results of t test showed that t value of 0.36 and significance value of 0.97. Hence a significance value of 0.97> 0.05, then the decision was made to accept H_0. That is, that the social skills of students between homogeneous groups with a heterogeneous group in collaborative learning do not differ significantly. The results of descriptive analysis showed that the average homogeneous group value of 118.62 and the average heterogeneous group value of 118,67.

Furthermore, based on the results of this study can also be known results of the comparison for each of the groups that exist in a homogeneous group and heterogeneous group.

Comparison of social skills between high homogeneous groups with high heterogeneous group in collaborative learning

Result of t test showed that t value of 0.954 and a significance value of 0.35. Hence the significance value of 0.35> 0.05, then the decision was made to accept H_0. That is, there is no difference between the students' social skills of a high homogeneous groups with high heterogeneous group in collaborative learning. The results of descriptive analysis showed that the average of high homogeneous group of 125.32 and the average high heterogeneous group of 124.21.

Comparison of social skills between middle homogeneous groups with middle heterogeneous group in collaborative learning

Result of t test showed that t value of 2,72 and a significance value of 0,78. Hence the significance value of 0,78 > 0,05, then the decision

was made to accept H$_0$. That is, there is no difference between the students' social skills of a middle homogeneous groups with middle heterogeneous group in collaborative learning. The results of descriptive analysis showed that the average of middle homogeneous group of 117,50 and the average middle heterogeneous group of 117,86.

Comparison of social skills between lower homogeneous groups with lower heterogeneous group in collaborative learning

Result of t test showed that t value of 2,221 and a significance value of 0,03. Oleh karena nilai signifikansi 0,03 < 0,05, then the decision was made to reject H$_0$. That is, there is difference between the students' social skills of a lower homogeneous groups with lower heterogeneous group in collaborative learning. The results of descriptive analysis showed that the average of lower homogeneous group of 112,21 and the average lower heterogeneous group of 113,93. Evidently, the student social skills of lower heterogeneous group better than the lower homogeneous group.

Based on these results, in general showed that ability grouping in collaborative learning do not have a significant effect on social skills. However, if we see to compare of each group in homogenous and heterogeneous groups in collaborative learning can be seen that (1) the students social skills between high homogeneous groups with high heterogeneous group did not differ significantly. Meaning, although students with high abilities are not disadvantaged by as learn collaboratively with students middle and lower ability. (2) The students social skills between the middle homogeneous groups with the middle heterogeneous groups were not significantly different. Meaning, the middle ability student of being able to learn collaboratively in groups of homogeneous or heterogeneous group. (3) The students social skills between the lower homogenous group with lower heterogeneous groups the differ significantly. Students social skills of lower heterogeneous group is better than lower homogeneous groups. Meaning, students with lower ability to benefit from studying collaboratively with students with middle and high ability without non disadvantaged the middle and high student's ability.

The results of this research could be taken into consideration for the stickholder to form a group or grouping by ability in collaborative learning, because although there are no differences in the students social skills between homogeneous groups with a heterogeneous group, but the social skills of students of lower heterogeneous groups the better than students of lower homogeneous group.

CONCLUSION

Based on the discussion of the results of the study can be drawn conclusions as follows: (1) there is no difference the students' social skills between a homogeneous group with a heterogeneous group in collaborative learning; (2) there is no difference the students' social skills between a high homogeneous groups with high heterogeneous group in collaborative learning; (3) there is no difference the students' social skills between a middle homogeneous group with middle heterogeneous groups is in collaborative learning; (4) there is a difference the students social skills between a lower homogeneous group with a lower heterogeneous groups. The students social skills of lower heterogeneous group showed better than than the lower homogeneous group.

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PEACE EDUCATION INITIATIVES IN THE PHILIPPINES: STRATEGY FOR PEACEBUILDINGAND CONFLICT TRANSFORMATION

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ABSTRACT

The most important component of building peace and transforming conflict is peace education. This is elucidated in the UNESCO Constitution which lauded "Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed." Bearing this in mind, the Philippine government, in collaboration with the various international and local aid agencies, have instituted the foundations and the necessary supporting mechanisms of effecting peace education in the country. Such peace education initiatives range from legal, institutional to community-based programs. But considering the complexities of the Philippine society, these multi-dimensional peace education packages of the government are yet to be met with full success. It is a considered view that for self-sustaining peace to finally reign in this troubled land, building of peace must be in the forefront of the government agenda involving all agencies of the government and all sectors of the Philippine society. Along this line, this author humbly recommends the creation of agencies or offices in the government whose mandate is to initiate, consolidate, implement, monitor and evaluate all the peacebuilding programs in the Philippines.

Keywords: peace education, peace education initiatives, peace building, conflict transformation, culture of violence versus culture of peace

Intertwining of Peacebuilding, Conflict Transformation and Peace Education Efforts. According to the German Federal Ministry for Economic Cooperation and Development, peacebuildingmay meanthose "attempts to encourage the development of the structural conditions, attitudes and modes of political behavior that may permit peaceful, stable and ultimately prosperous social and economic development." Clearly, the emphasis of this definition is on transforming the conflict into a peaceful coexistence by restructuring the relationships of the conflicting parties. Furthermore,such view of peacebuilding falls squarely within the notion of conflict transformation which "describes a fundamental change in the relationship between parties" as manifested in their consciousness and character.

In viewing peacebuilding activities as a form of conflict transformation, John Paul Lederach (1997) has postulated his conception of peacebuildingto mean "a comprehensive concept that encompasses, generates and sustains the full array of processes, procedures and stages needed to transform conflict toward a more sustainable and peaceful relationship." Obviously, this perspective suggests the overlapping of peacebuilding and conflict transformation activities as forms of conflict resolution.

Meanwhile, commenting on the term conflict transformation, one writer associated it as that"process of moving from conflict-habituated systems to peace systems." In other words, transforming a deep-rooted conflict is just a part of 'resolving' the issues of the conflict, the central issue being that of systematic change or transformation.

Being a generational challenge and obligation, the most important vehicle for nurturing the efforts of building peace and transforming conflict is education, especially peace education. This was passionately declared in the preamble of the UNESCO Constitution which enunciates that "Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed."

Moreover, in advancing the causal link between education and peace, Undersecretary Nabil Tan of the Office of the Presidential Adviser on the Peace Process had opined that "education serves as the primary vehicle for promoting a culture of peace and building a national peace constituency." This relation is merged in the term peace education. It is a transformative form of education that promotes a culture of peace. "It cultivates the knowledge base, skills, attitudes and values that seek to transform people's behaviors that, in the first place, have either created or exacerbated violent conflicts. It seeks this transformation by building awareness and understanding, developing concern, and finally, challenging personal and social action that will enable people to create conditions and systems that actualize nonviolence,

justice, environmental care and other peace values."By practice, this type of education "does not only provide knowledge about a culture of peace, but also imparts the skills and attitudes necessary to defuse and recognize potential conflicts, and those needed to actively promote a culture of peace and non-violence."

In other words, "learning process utilized in peace education is holistic and it tries to address the cognitive, affective and active dimensions of the learner." In this light, the usual procedure includes "the introduction of relevant new knowledge or reinforced knowledge, posing valuing questions and using discussion and other participatory methods to cultivate concern and eliciting/challenging/ encouraging appropriate personal and social action." This point of view was corroborated by the assertion of Betty Reardon (1988), in her book, "Comprehensive Peace Education: Educating for Global Responsibility" where shepostulated that peace education has an important social purpose which is to transform the present human condition by "changing social structures and patterns of thought that have created it."

A clearer view on the purpose of peace education was espoused by Cabezudo(2002) illuminating that the main purposes of peace education are the elimination of social injustices, the rejection of violence and the abolition of war. He maintained that this endeavor is proactive in a sense that its goal is to prevent conflict in advance by inculcating to the individuals and communities the value of peaceful existence based on the spirits of non-violence, tolerance, equality, respect for differences and social justice. In other words, as a vehicle for conflict transformation and building of sustainable reconciliation, peace education aims to transform the relations of people from the culture of violence, suspicion, biases, prejudices and discrimination to the culture of recognition, accommodation, tolerance and respect.

The immediately following accounts justify the imperative need of instituting peace education initiatives in order to arrest the generational effects of this war in Mindanao. The reasons for such necessity can be seen in the severity of this conflict as exemplified in the collateral damages brought about therefrom. Hereunder are some of those widely known costs of this crisis.

The Cost, Effects and Impact of the Mindanao Conflict
Costs of the Conflict

As revealed in a privilege speech delivered in July 1996 before the House of Representatives by the former Congressman of Batangas, Retired General Eduardo Ermita, the cost of the war in Mindanao has already reached its alarming stage. In that speech, Ermita narrated:

Available data from the Armed Forces of the Philippines (AFP) indicate that over a period of 26 years since 1970, more than 100,000 persons were killed in Southern Philippines. The government suffered about 30 percent of casualties; the rebels more than 50 percent; while civilians caught in the crossfire came to about 20 percent of total casualties. About 55,000 persons were wounded, not counting those from the rebel side. From 1970 to 1976 alone, an average of 18 people was slain every day.

All in all, the AFP has spent about 73 billion pesos in connection with the Mindanao conflict since 1970; or an average of 40 percent of its annual budget. If this figure could be multiplied by the inflation rate over the years, it is truly a gargantuan expense. Presently, about 30 percent of the budget of the Philippine Air Force is spent in Mindanao; so is 40 percent of our Naval Budget and 60 percent of our Army budget (Quoted in Rodil, 2000:8-9).

On the Muslim side, a Manifesto signed on 7 October 1983 by eleven distinguished Moro leaders supporting the call for national reconciliation and unity revealed that "more than 600,000 precious Muslim lives were lost in a decade of civil strife, more than one million have been rendered homeless and destitute, and more than 200,000 Filipino Muslims are refugees in Sabah and elsewhere. . ." (Manifesto, 1983). These data were confirmed by Muslim (1994) who reported that from 1972 to mid-1970s there were estimated 60,000 to 80,000 persons killed; more than a million individuals were rendered homeless; and, the ill-treated 200,000 to 300,000 refugees in Sabah who evacuated their places during the height of the war in the middle of 1970s. It was also noted that during that period about 80 percent of the entire strength of the AFP was deployed in Mindanao. The government mobilized 60 battalions taken from various units of the AFP and spending 4 million pesos a day.

Moreover, in a leaflet distributed by the Office of the Presidential Adviser on the Peace Process (OPAPP) entitled "Cost of War," it categorized the estimated cost of the war in Mindanao in three classes: (1) economic loss, (2) human casualties and (3) social welfare disruption. For the first category, the document stated that from a period of 1970 to 2001 the Government had

already spent P640 Billions combat expenses or an average of P20 Billions per year. Said amount included the estimated damages to businesses and properties caused by this conflict. Moreover, in the all-out-war policy of the Estrada Administration last2000, it salvaged the amount of P1.3 Billion from the public treasury.

For the human casualties, from the period 1976 to 2001, there were nearly 300,000 persons killed, 50% of which were Muslim rebels, 30% Philippine government troops, and 20% were civilians. The All-Out-War policy in 2000 alone created 982,000 evacuees while the 2008 MOA-AD fiasco displaced about 600,000 civilians.

On the disruption of the social welfare services, a study found that this protracted conflict nurtured the cycle of violence, disrupted development efforts, seriously destructed the environment in an alarming stage, and resulted in the poor sense of wellbeing and security of the local populace.

Effect and Impact of the Conflict to Education

In a study conducted by a pool of researchers from the University of Southern Mindanao – Office of the Extension Services Center, Kabacan, Cotabatobetween February-April in 2010, entitled "Mapping of Conflict-Affected Communities and Schools in the Autonomous Region in Muslim Mindanao (ARMM),"they found out the following: (1) all the two cities, 105 municipalities, and 2,518 barangays in the four provinces under study were disturbed by the conflict in Mindanao; (2) during armed conflict, most of the 2,026 elementary and high schools in the ARMM were closed for classes and turned into evacuation centers, that lasted from days to months. Consequently, the education of the pupils and students was affected as reflected in the low enrolment and retention rates and high drop-out rate in the schools affected during the conflict which led to their low academic performance; and, (3) The delivery of educational services was greatly disrupted. Findings show that only 25% of the services was delivered at the height of the conflict. Although school infrastructure, facilities and equipment were seldom targeted by the by the warring factions but they got damaged after being used as evacuation centers.

The severe impact of the conflict in Mindanao can be discerned from the personal accounts of the elementary pupils interviewed during the focused-group discussions in the data-gathering. For example, a female pupil

from Sulu narrated: (translated in English) "*. . . we were here in the school when we heard a gunshot. . . the teachers . . . all of them took care of us crying and we saw a pupil who was shot on the head.*" In recounting her experience in evacuating, a female student in Lanaodel Sur emotionally said: (translated in English) "*. . . when we evacuated, we experienced hunger and sadness because we don't have food to eat and shelter.*" Likewise, in one armed encounter, a pupil from the Basilan province told: (translated in English) "W*hen the war started between the two warring groups, we started running. There were children who plunged into the ground and were wounded. I was one of them.*"

In addition to the above, other direct effects of this war to children were: (1) for the male children, as young as 8 years of age were recruited as active soldiers, (2) while for females, they were subjected to heightened risk of rape, social humiliation, prostitution, and other forms of gender-based violence. One participant who was a victim of rape became withdrawn and neglected to maintain her hygiene. A psychologist observing her behavior noted that sexual torture resulted infeelings of shame, fear, anger, denial, physical and emotional numbing, confusion, nightmares, feeling of helplessness, panic attacks, flashbacks, and chronic fatigue.

Specific findings on the education delivery in the conflict-affected areas of Mindanao revealedthat the following were disrupted: [1] alternative education, [2] instructional materials (i.e., basic literacy modules, ALS learning modules, AV support materials, educational tapes, science and math kits, and instructors' guides), [3] instructional equipment (i.e., AV equipment, microscope, video camera, desktop computer, and laptop computer), [4] and infrastructure support (i.e., office, classroom, table, chair, book ceiling fan, air-con, radio/stereo, sound system, stage, grandstand and basketball court).

As a result of this peace and order crisis, schools in the areas have the following common problems: (1) dilapidated school buildings, if not destructed by armed encounters, with very limited equipment and facilities; (2) limited and antiquated or outdated instructional tools and materials; (3) lack of foods for the pupils and students who cannot attend their classes regularly because they do not have sufficient food to eat at home as their parents are still at the initial stage of the economic recuperation from the war; and, (4) urgent need of the school officials of peace building, conflict management and human rights training and advocacy.

Hence, in order to arrest the impending generational effects of this war, what is needed in Mindanao is not just any peace, but a self-sustaining one. This social challenge may

beeffected through instituting peacebuilding and conflict transformation measures, like peace education initiatives, as a strategy of promoting culture of peace.

Peace Education Initiatives & Programs in the Philippines

The value of peace education as a vital component of conflict transformation was enshrined in the lecture of the Deputy Presidential Adviser on the Peace Process, Nabil Tan, who elaborated that "In the peace process, education serves as the primary vehicle for transmitting and inculcating knowledge, values and skills necessary to promote a culture of peace and build a national peace constituency." He believes that ". . . in highly multi-ethnic, multi-cultural and conflict-prone settings such as Mindanao, the quality of education should also be looked at in terms of its social relevance, cultural-sensitivity and conflict-sensitivity. Curriculum content and educational materials should be peace-oriented. . . Teaching-learning method should also encourage participation, dialogue and cooperation. And the school should promote caring relationships."

In the Philippines, the National Government has already introduced legal and institutional initiatives relative to peace education.

Legal Initiatives
1987 Constitution

Being the ultimate foundation of peace policy in the country, the 1987 Constitution provides in its Section 2, Article XIV that "The State shall establish, maintain, and support an. . . integrated system of education relevant to the needs of the people and society." This provision of the highest law contemplates of the integration of local values and beliefs of the people to the general educational program of the government so that it could be relevant to the needs of the community. In the case of the Moros in Mindanao, incorporation of their Islamic values and tradition in the national educational system is envisioned to facilitate their gradual integration in the national body politic.

Republic Act No. 6734

As a fulfilling law to the constitutional recognition of integrated system of education, Republic Act No. 6734, otherwise known as "An Act Providing for An Organic Act for the Autonomous Region In Muslim Mindanao," was enacted on 1st of August 1989 to give a legal foundation to Islamic education in the

country. In its Article XV, Section 1, the law provides "The Autonomous Region shall establish, maintain and support a complete and integrated system of quality education and adopt an educational framework that is meaningful, relevant and responsive to the needs, ideals and aspirations of the people in the Region." In ensuring further the success of integrating the Muslim educational needs and aspiration, the Act mandates in its Article XV, Section 2, Paragraph 6 (c) that "The Arabic language shall be a compulsory subject for Muslims and optional for non-Muslims in all schools in the Region."

Furthermore, the aforementioned law contemplates an educational system in Muslim Mindanao that "shall develop consciousness and appreciation of one's ethnic identity and shall provide a better understanding of each other's cultural heritage for the attainment of national unity and harmony."

The 1996 Final Peace Agreement

The vision for making education in the ARMM responsive to the culture of the Muslims was even more strengthened in the 1996 Final Peace Agreement between the Government of the Republic of the Philippines (GRP) and the Moro National Liberation Front (MNLF). Stipulations No.102 and 103 of said Agreement respectively specify: "The teachings of Islamic Values . . . shall be incorporated in Good Manners and Right Conduct in appropriate grade levels including the tertiary level subject to agreed norms, academic freedom, and legal limitations" and that "Muslim culture, mores, customs and traditions which are mainly based on Islam … shall be reserved through the regular public and special schools in the Autonomous Region …" Finally, to ensure that education in the Muslim communities is culture-sensitive, Stipulation No. 97 of the Agreement commanded that "Teaching materials and curriculum contents shall promote solidarity, unity in diversity, Filipino and Islamic values."

RepublicAct No. 9054

Approved on March 31, 2001, the present autonomy law -Republic Act No. 9054, otherwise known as "An Act to Strengthen and Expand the Organic Act for the Autonomous Region in Muslim Mindanao, Amending for the Purpose Republic Act No. 6734, entitled 'An Act Providing for the Autonomous Region in Muslim Mindanao,' As Amended" - reinforced the national bid for a peace-oriented educational system for the Moros. ItsArticle XIV, Section 2, Paragraph (a)intenselylauded that "The regional educational subsystem shall perpetuate Filipino and Islamic values and ideals, aspirations, and orientations. It shall develop the total spiritual, intellectual, social,

cultural, scientific, and physical aspects of the people of the autonomous region to make them god-fearing, productive, patriotic citizens, and conscious of their Filipino and Islamic values and cultural heritage."

10-Point Agenda of PGMA

Upon assumption to office in 2001, former President Gloria Macapagal Arroyo adopted a Ten-Point National Development Agenda, viz: (1) *B*alanced budget, (2) *E*ducational for all, (3) *A*utomated polls, (4) *T*ransportation to connect the whole country, (5) *T*ermination of hostilities with the NPA and MILF, (6) *H*ealing the wounds of EDSA, (7) *E*lectricity and water for the whole country, (8) *O*pportunities for 10 millions jobs, (9) *D*econgest Manila, and (10) *D*evelopment of *S*ubic and Clark, or BEAT THE ODDS for short. From this enumeration, we could infer that the peace education component of the agenda is seen in the combination of numbers 2 (education for all) and 5 (Termination of hostilities with the NPA and MILF) which, if seriously implemented, is hoped to bring about peacebuilding and conflict transformation.

Executive Order No. 3, Series of 2001

In pursuance to the above-stated National Government Agenda, the same President decreed the Executive Order No. 3 last February 28, 2001 which defines policy framework for a comprehensive peace process by prescribing "The Six Paths to Peace." This includes the following:

a) Pursuit of social, economic and political reforms. This path involves the vigorous implementation of various policies, reforms, programs and projects at addressing the root causes of internal armed and social unrest. This may require administrative action, new legislation or even constitutional amendments.

b) Consensus-building and empowerment for peace. It includes continuing consultations on both national and local levels to build consensus for a peace agenda and process, and the mobilization and facilitation of people's participation in the process.

c) Peaceful, negotiated settlement with the different rebel groups. Activities involved in this component are the effective implementation of peace agreements as well as the face-to-face negotiations to reach peaceful settlement with the different rebel groups.

d) Programs for reconciliation, reintegration into mainstream society and rehabilitation. This component encompasses such programs to address the status and security

of former rebels, as well as community-based assistance programs to address the economic, social and psychological rehabilitation needs of former rebels, demobilized combatants and civilian victims of the internal armed conflicts.

e) Addressing concerns arising from continuing armed hostilities. As a form of peace-keeping measures, this track calls for the strict implementation of laws and policy guidelines, and the institution of programs to ensure the protection of non-combatants and reduce the impact of the armed conflict on communities found in conflict areas.

f) Building and nurturing a climate conducive to peace.As a stepping stone to negotiation, this trail comprises such peace advocacy and peace education programs, and the implementation of various confidence-building measures.

DepEd Order No. 44, Series of 2005

To further strengthen the success of the Executive Order No. 3, the Department of Education released its Memorandum Order No. 44 last August 8, 2005 declaring in its Section 4 the "Schools as Zones of Peace". As a compliance measure, all primary and secondary public schools in the country have adopted it astheir common policy to write in their bulletin boards the passage "This School is a Zone of Peace."

Medium Term Philippine Development Plan, 2004-2010.

Furthermore, peace education was also embodied in the peace agenda of the Arroyo Administration which was threshed out in its Medium-Term Philippine Development Plan (MTPDP) for 2004-2006. Otherwise known as the National Peace Plan, Chapter 14 of said Plan enumerated the five goals of the peace process, to wit: (1) Completion of comprehensive peace agreements with rebels groups resulting in the permanent cessation of hostilities by 2010; (2) Completion of implementation of all final peace agreements signed since 1986; (3) Mainstreaming the rebels groups through an enhanced amnesty, reintegration and reconciliation program; (4) Rehabilitation, development and healing of conflict affected communities; and, (5) Strengthening the peace constituency and citizens' participation in the peace process on the ground.

Executive Order No. 570, Series of 2006

Fresh from the mandate of the people after having been elected by the Filipino voters in the last 2004 elections, President Arroyo issued the Executive Order No. 570 last September 26, 2006 institutionalizing peace education in basic education and teacher education. Section 1 of the

law focused on the obligation of the DepEd in effecting peace education in its priority programs by stating that "The DepEd shall mainstream peace education in the basic formal and non-formal education curriculum, utilizing the existing peace education exemplars and other peace related modules, and enhance the knowledge and capability of supervisors, teachers and non-teaching personnel on peace education through the conduct of in-service trainings." Similar responsibility was also given to the CHED mandating in its Section 2 that "The Commission on Higher Education (CHED) shall introduce and mainstream peace education in teacher education." And, finally, the Order commanded that "The OPAPP, DepEd and CHED shall establish/enhance mechanisms and appropriate funds in their respective departments to ensure the sustained implementation of peace education in the educational system."

Moreover, the specific aims of the afore-cited Order were stated as follows: (a) Ensure that education contributes to the attainment of a culture of peace in the country; (b) Strengthen the partnership between government and civil society as well as among all types of learning environments and stakeholders in promoting and implementing peace education; and, (c) Ensure that peace education instructional, learning, and advocacy materials are developed and used consistent with Rule 1, Section 1 of this document.

In its implementation, the proponents of this educational program prescribed five components, viz: (1) Formulation of a national peace educational plan and its implementation such as training of teachers and facilitators, administrators and students on peace education. This also includes providing support to institutions in priority areas; (2) Mobilization of human, logistical and financial resources, and promotion of collaborative efforts among partners; (3) Development of content and learning materials for curricular and co-curricular programs including print, broadcast and electronic media; (4) Development of advocacy materials through various forms of arts and media; and, (5) Undertaking of studies and action researches related to peace education, monitoring of program implementation and impact evaluation.

Department of Education Order No. 469, Series of 2008

In complementing to the avowed objective of the Executive Order No. 570, the Department of Education released its Memorandum Order No. 469 on October 7,

2008 which obliged all teacher education institutions (TEIs) and other educational institutions to include peace education course and activities in the special topics component of the Teacher education Curriculum. The Section 4 of this Memo "invites the involvement of all types of schools and their stakeholders, community-based learning programs, and civil society training programs to pursue a holistic approach in peace education, involving pre-service and in-service trainings, school-based and alternative learning systems and technical education. The approach covers all aspects of the educational systems including learning content, teaching-learning methods, co-curricular programs, material development and staff development."

In other words, the vision of this emerging focus is two-fold: (1) equipping the teachers with skills, values and perspectives needed to ensure that peace is learned in the classroom, integrated in students activities, and (2) developing strong community awareness, knowledge and interests in peace education, particularly peace promotion and building a culture of peace. Consequently, this Department Order ushered the implementation of peace education in the country.

Department of Education- Region XII Memorandum Order No. 72, Series of 2009

In response to this educational program, the DepEd Region XII decreed its Memorandum Order No. 72, series of 2009 which prescribes the regional context of the implementing rules and regulations of the EO No. 570 and DepEd Memo No. 469 by indicating some strategies and approaches in peace education in the light of Region XII complexities.

In said memorandum, the overall framework of education for a culture of peace has six dimensions which include: (1) dismantling the culture of war, (2) living with justice and compassion, (3) building cultural respect, reconciliation and solidarity, (4) promoting human rights and responsibilities, (5) living in harmony with the earth, and (6) cultivating inner peace. In addition, it also incorporated four pedagogical principles: (i) holism, where issues of peace and violence are considered dynamically interrelated; (ii) centrality of values formation, where justice, compassion, caring for life, spirituality, "one world orientation", and active non-violence are promoted; (iii) dialogue through active leaching and learning strategies; and, (iv) conscientious reflection, where the active and critical consciousness of learners is formed, empowering them in the process to be the catalysts for change.

With the theme "*UnasaLahat, Kapayapaan*" (Putting Peace Agenda at the Forefront), the DepEd Region XII launched its Memo No. 72 at the Cotabato City Central Pilot School last September

23, 2009 with the following partners: the UNDP-funded ACT for Peace Program, EQuALLS2/ELSA Project, Cotabato City LGUs, School Divisions of Cotabato City, the military sector, and some NGOs. Although the activity was held in the school but it was aimed at "mainstreaming peace education in formal and non-formal education in all the School Divisions of the Region." This event was highlighted by the opening of peace exhibits of peace modules, exemplar lessons, lesson plans and advocacy programs. Groups who participated in the exhibits were *Kids for Peace* Program, J. Marquez School of Peace, *Peer Respect* Program, South Cotabato School Divisions, Sultan Kudarat School Divisions and the Indigenous Peoples.

Institutional and Community Peace Education Initiatives

In the Philippines, both the public and private schools have already recognized the importance of championing peace education in the country as a necessary component of building peace. This was conceived in the "school of peace" project of the Director of DepEd Region XII in 1997. Initially, it was designed as a response to thepeacebuilding efforts under the 1996 Final Peace Agreement between the MNLF and the Philippine Government which was later on adopted by the UNDP and made it as its flagship strategy of its *Act for Peace* Program. As a peace strategy, a school of peace is an institution that commits itself to do the following program of actions relative to peace education, viz: (1) mainstreaming peace education in the basic curriculum, (2) strengthening the capabilities of administrators, teachers and stakeholders in peace advocacy, (3) model the promotion of culture of peace, and (4) strengthen partnership among the stakeholders in peace advocacy.

As a vital component of advocacy and promotion of culture of peace, the schools of peace follow a four-phased transformation process. Phase 1 consists of awareness and appreciation wherein the school is beginning to appreciate the culture of peace and peace education principles. This stage may foster the awareness of administrators and teachers with the EO 570 and its implanting rules and regulation, and their acquisition of basic knowledge on principles, concepts and values of the culture of peace.

Known as strengthening capabilities, Phase 2 covers such period where the school is developing its capabilities on the culture of peace and peace education. This is manifested by teacher competencies and the establishment

of peace education mechanisms like peace centers, developing peace modules and lesson plans.

Phase 3 is the application and adaptation of these peace initiatives. Here, the schools are implementing and adjusting their systems, processes and policies towards mainstreaming culture of peace and peace education. Specific activities falling this stage include enriching lesson plans, advanced teacher formation programs, radiating culture of peace outside the school environment involving the community stakeholders.

The final phase comprises of institutionalization and replication of peace programs where the schools for peace are already institutionalizing culture of peace and peace education in their systems, policies and processes. Activities done in this stage include allocating budget for peace education initiatives, continue adjusting policies to effectively respond to school/community contexts and is extending technical assistance to other schools.

How to actualize the enumerated four phases of transformation process is the educational thrust of the two schools of peace pioneered by the Region XII, such the as the J. Marquez School of Peace (JMSP) in Cotabato City and the Tuyan Elementary School of Peace in Malapatan, Sarangani.

The J. Marquez School of Peace (JMSP) at Cotabato City

Founded in 1985, the J. Marquez School of Peace (hereinafter referred to as JMSP) was established as school of peace in 1997 as support effort of the Region to the 1996 Final Peace Agreement. Specifically, the school had catered the educational needs of the children directly affected by the Mindanao conflict, like those sons and daughters of the rebel returnees as well as children of families living in the war-affected areas who do not have any means of attending to school.

The JMSP has the goal "to contribute to conflict resolution and peacebuilding in South Central Mindanao by improving the quality basic education." Its purpose is "to strengthen and enhance the provision basic services at J. Marquez Elementary and Secondary Schools." In complying the above-cited transformation process,the School activities follow four phases: (1) Pre-entry phase, (2) awareness and capability building, (3) application phase, and (4) adaptation and institutionalization.

The pre-entry stage include the following activities: (i) assessment workshop on the JMSP Project, (ii) workshop on the proposal presentation for strengthening the JMSP Project, (iii) workshop on the review of the restructured basic education

curriculum, and (iv) workshop on the strategic plan formulation for JMSP.

On the awareness and capability building phase, activities sought were: (i) training on the culture of peace and peace education, (ii) writeshop on the preparation of an enriched lesson plan, and (iii) provide support to community development programs.

The real essence of peacebuilding is seen in the adaptation and institutionalization phase which encompasses the institutionalization of the enriched lesson plan and the supports to culture of peace and community activities, documentation, monitoring and evaluation and to replication activities.

Consequently, at the end of the school year 2009-2010, the school head reported the following as the JMSP accomplishments: (1) completion of the trainings of administrators, teachers, pupils and community members on culture of peace and peace education, (2) completion of the monitoring and review of its 5-year strategic plan for 2006-2010, (3) adoption, development and utilization of the lesson plans prepared at the JMSP school grounds which was written by 36 teachers, reviewed by 18 their peers and 12 consultants and a 10-member technical working group from different parts of Mindanao, (4) establishment of the *Speakers Bureau* in the school which facilitated the replication of schools for peace in DepEd region XII and other regions, (5) provision of technical by the JMSP teachers to the 12 newly created schools of peace in DepEd Region XII, (6) completion of culture of peace with skills training to youth in Mindanao on masonry, plumbing, painting, basic electrical wiring, dressmaking, food processing, cosmetology and corsage-making, (7) increased participation rate and performance of the JMSP students in the National Achievement Test (NAT), and (8) provision by the EQuALLS2 of learning materials containing peace promotion concepts.

When the head of the JMSP was interviewed, he narrated the following as the challenging state of the school. Says he: "*Implementing the school of peace is an everyday challenge. The presence of armed conflicts on the way to school is a cause of daily worry among parents. Most of our stakeholders have transferred to other places because of the rampant armed confrontations within the city. Our school perimeter may be peaceful but the city is not. The peace and order situation outside our community is still a threatening scenario. Therefore, the challenge here is to make the city of Cotabato a city of peace – not just the JMSP, but the whole city as a community of peace.*"

The Tuyan Elementary School of Peace at Malapatan, Sarangani Province

Belonging to the Malapatan Municipality, Tuyan is a coastal barangay which is about 3 kilometers away from the central town of Malapatan. It is bounded on the south by the Barangay Poblacion, on the west by Sarangani Bay, on the north by Barangay LunMasla, and on the east by BaranagyKinam. In 2010, it had registered a total population of 4,563 with 780 households. The Barangay is inhabited by various ethnic groups, among which are the Maguindanaons, Visayans, Ilocanos and B'laans. Islam is the dominant religion in the area.

As true to all other schools of peace, Tuyan Elementary School of Peace (TESP) had evolved from a primary school in 1988, with only two teachers who were holding their classes in a small *nipa* classroom, to a complete elementary school in 1999 having 18 rooms with a respective teacher assigned in each room. Of the 18 faculty, one is salaried by the Local School Board and two were under the DepEdALIVE subsidy.

Before the School became a school of peace, it had experienced various inter-ethnic petty wars among its pupils who came from different tribes. Due to discrimination and biases between and among these tribes fighting is almost a daily practice. The School administration found difficulty in addressing these problems since majority of the teachers, who are mostly Visayans or Ilocanos, were not familiar with the socio-cultural background of the students. Needless to say, to effectively deal with this challenge one must be familiar with the cultural upbringing of the pupils.

Fortunately, in 2008, the School principal attended the launching of the DepEd Region XII of the EO 570 at Cotabato City. In the same year, he had also attended a Peace Education Forum held at the Estosan Garden Hotel in the City sponsored by the UNDP *Act for* Peace Program. In that Forum, the School head was very much impressed by the presentation of the JMSP, being the vehicle of peacebuilding and conflict transformation in the community. This made him to entertain transforming the Tuyan Elementary School into a school of peace where learnersmay understand, appreciate and celebrate their individual differences.In the same day, the school official was also invited to attend another seminar on peace education focusing on enriched lesson plans incorporating peace concepts. Thereafter, the whole administration as well as the teachers of the Tuyan Elementary School had organized series of orientation workshops, trainings and echo-seminars on culture of peace. In these school activities,

special emphasis was placed on how to make enriched lesson plans to fully integrate peace promotion concepts in all subject areas.

After completing these capability-building engagements, the School administration conducted series of dialogues with the community leaders and residents on their bid to transform the School as a school of peace. Due to their persistent and sustained advocacy, coupled by massive community mobilization, the whole community made a final commitment to support the conversion of School into a school of peace.

As of date, Tuyan School of Peace has the following accomplishments, viz:

1) Training of the School officials and teachers on the school of peace concept in 2008-2009 conducted by the DepEd Region XII with technical assistance from the JMSP;

2) Development of enriched lesson plans. As a joint efforts of the DepEd School Division of Sarangani and the UNDP *Act for Peace*, the School was assisted on the development of enriched lesson plans (ELP) integrating peace concepts in all learning areas. In formulating a culturally sensitive and responsive lesson plans embodying peace promotion concepts, a seminar on peace education was conducted in the Barangay participated by the teachers, PTCA (Parents-Teachers-Community Association) officers and members, and barangay officials. In accommodating the cultural context of the school, lesson plans made use of the mother-tongue as a medium of communication to make them easily understandable to the target clientele;

3) Actual implementation of peace programs. In this phase of the peace activities, the teachers, after having undergone with series of seminars and training on school of peace and armed with the enriched lesson plans, are now conducting their classes using content-points on peacebuilding they learned. As a component of monitoring, the school management conducted occasional classroom observations to determine the degree of internalization of the faculty of the lessons they encountered in the trainings. For the pupils, this was also the time where they were exposed to the newly-crafted peace education lesson plans;

4) Implementation of the EDGAR (Enrichment Activities Designed for Graders to Appreciate Reading) Reading Program. The aim of this program is "to provide the school children with quality education through reading programs utilizing peace modules and values-oriented reading books." In the

end, this program served two purposes: while it enhances the reading skills and comprehension of the students, it also taught them of the values from stories and paragraphs which are culturally-sensitive and with peace-related concepts;

5) Additional peace education programs were introduced in the School, like the Adopt-a-School Program, *Quality Education for Sarangani Today*, and *As a Filipino Program*;

6) Support program from private organizations, such as the EQuALLS2 and ELSA (Enhanced Livelihood Skills Alliance). The former provided the all Malapatan teachers of reference books with peace promotion concepts, while the latter reproduced video lessons on peace education which were used by teachers in their English 5 and 6 subjects.

Accordingly, the introduction of peace-related programs of the Tuyan School of Peace generated positive results as evidenced by the following:

(i) Increased enrolment rate - from only 601 in the School Year 2007-2008 to 627 in the following academic year. Its population reached to 824 in the School Year 2009-2010;

(ii) Increased graduation rate – from 92% in the school year 2007-2008 to 100% in the immediate following year;

(iii) Establishment of a more friendly environment within the school vicinity where learners mutually respect each other; and,

(iv) Development of supportive behavior among the community members regardless of religious affiliation.

Additionally, aside from the above-mentioned two elementary schools of peace in Mindanao, there is also a Center for Peace Education at the Miriam College, Katipunan Avenue,Loyola HeightsQuezon City. The Center has the following objectives: (1) To institutionalize and strengthen the peace education thrust of Miriam College through faculty training, curriculum development and student development programs; (2) To help promote the culture of peace in the larger society by sharing Miriam College's inspiration, knowledge and experience with other groups and educational institutions, including those that are underserved; and, (3) To network and develop partnerships with other peace-oriented groups and with all people of goodwill towards building a culture of peace.

In order to attain the above objectives, the Center has been engaging in the following programs, to wit: (i) Teacher-training on peace education; (ii) Student Development; (iii) Conflict Resolution training; (iv) Peer Mediation training; (v) Youth Conferences; (vi) Curriculum

Development; (vii) Materials Development; (viii) Peace Advocacy; and, (ix) Networking - National and Global.

Other Peace-Related Programs and Projects in Schools

Apart from the above institutional peace initiatives, other schools in Mindanao are practicing peace education by conducting the following programs: (1) adopting lesson exemplars/enhanced lesson plans, (2) creating peace parks within the schools, (3) organizing peace education councils, (4) forming peace classes, (5) training of youth on developing a school-community of peace, (6) training of the students on peace of the heart (character-based values education), (7) community service and immersion, and (8) the conduct of the Global Peace Festival every September 21 of every year in joining the celebration of the International Day of Peace.

At the center of these programs is "The Peace Class" project which treats the school as a laboratory for the culture of peace. This considers the five climates of learning which sustain the peace class, like the social climate, the policy climate, the instructional climate and the physical climate. The social climate integrates such concerns as empathy, human relation skills, group dynamics and shared future. For the policy climate, it involves the launching of the Executive Order 570, DepEd Memo 469 and other related laws in schools' festivities, incorporating culture of peace as an ingredient in the education of the Filipino youth, and the initiative of transforming those schools in the conflict areas as "Schools of Peace." Instructional climate advances the challenges of peace competencies, subject integration and the 4 Principles of Learning. And finally, the physical climate consists of the peace infrastructure (i.e., peace parks, spaces, tents) and the teacher-learner peace products.

For the school heads, they are trained to serve as peace facilitators in their respective schools. Those assigned in the conflict affected areas had attended peace education workshops and forums organized by the following institutions/organizations: Notre Dame of Marbel University (NDMU), Petron Foundation, the ELSA Partners in charge of the EQuALLS2 Educators' Professional Development Program, and the International Youth Foundation. One of the very successful workshops was held in October 2009 participated by 128 school principals and education supervisors in the ELSA sites of Region XII. This half-day workshop focused on the two landmark laws related to peace

education: Executive Order No. 570 and DepEd Order 469, Series of 2008. The most important output of this peace activity was the identification of the following areas of concern of the school heads: specifics of implementing peace education activities in their schools, best practices and models in classroom practices, and approaches in social mobilization in order to engage the interests, support and participation of the community towards the promotion of a culture of peace in the community they serve.

Furthermore, peace education forum has also been used as a venue for cultivating the climate of peace. In February 2010, there was the holding of peace education forumconductedjointly also by NDMU, Petron Foundation and IYF aimed at educating selected school heads in ELSA schools in Region XI on concepts and tools in implementing peace education at the classroom level. Moreover, sharing of experiences on best practices in peace education of DepED Region 12 was also resorted to. In addition, the participants were also provided sessions on conflict management skills which culminated in the discussion of different levels of conflict. In the forum, the different approaches in addressing conflict situations were also tackled which includes: competing, collaborating, avoiding, and accommodating.

The major emphasis of the forum was the revisitingof the following peace policy issuances: Executive Order 570 (s. 2006), DepEd Orders 469 (s.2008) and DepED RO 12 and Memo 72 (s. 2009), as well as the holding of the session with a theme: "Sharing of Experiences on What Works and Best Practices on Peace Education in DepED Region 12". Thesession was celebrated by the presentation of the following papers: (1) "Strengthening Peace building Efforts and Sustaining the Gains for Peace and Development" by the Deputy Program Manager UNDP Act for Peace Program, (2) "The J. Marquez School of Peace:A Mindanao Experience" by the Special Projects Coordinator, Schools Division of Cotabato City, and (3) "A Youth-Based Initiative for Peace: Efforts on Peace Promotion in Mindanao" by Kids for Peace Foundation of Cotabato City.

Community Peace Building Efforts
1) Intra-Ethnic Youth Training

There were two most important models for trainings of youth leaders implemented in Mindanao. The first is the Ayala Foundation's Model for Training Young People.The essential feature of this is training of the youth in Mindanao from across different cultural backgrounds to be peace facilitators. Its implementing partner is the Educationand Livelihood Skills Alliance-Youth Civic Engagement Program (ELSA-YCEP). As a youth engagement, young leaders in those conflict-

affected areasare trained to become building peace agents in pursuit of development for their own communities using education issues as entry point. This activity facilitated the development of the so-called "Cultures Across Mindanao" project which was developed by the campers as an offshoot output from the camp.

The componentactivities of the training includes the following: (1) Islamic leadership lectures, (2) servant leadership talks, (3) film viewing which showcases the artworks, stories and photos reflecting Muslim-Christian issues and other peace issues, and (4) visioning and group values activities. In the Islamic leadership discourse, the resource person highlighted the reaffirmation of one's identity as a Filipino and Muslim as well as the commonality of leadership concept in Islam and in other religions. The film-viewing activity is aimed at inculcating in the minds of young Mindanaons such peace-related concepts as: unity in diversity, inclusive community peacebuilding, and highlighting of commonalities and not differences between and among the ethnic groups in Mindanao.

The vital output of this youth training is the establishment of the Cultures Across Mindanao Program (CAMP) as a part of the peace-building project across the Islands. This project envisions to work closely with youth groups and individuals interested in pursuing peace in the region in order to help sustaining development programs in some of the Philippines' most war-torn areas. Theyare provided with adequate avenues for genuine conversation and collaboration, and the tri-people form of dialogue to foster brotherhood and peace across the many different communities in the region.

The CAMP was divided into two venues. The first was set up in Koronadal, South Cotabatowhich was participated by the youth from North and South Cotabato, Cotabato City, Maguindanao, Kidapawan, Bukidnon, Cagayan de Oro, Lanaodel Norte and Lanao del Sur. The second camp was held in ZamboangaCity which catered to the areas of Zamboanga del Sur, Zamboangadel Norte, ZamboangaSibugay, Dipolog, Basilan, Sulu and Tawi-Tawi.

The Nagdilaab Foundation's Model for Training Young People is the second peace models for youth trainingbeing experimented in Mindanao. This Foundation is ELSA/Consuelo's field implementing partner in the Basilan Province which is aimed at improving relevance of education and training for out-of-school youth by integrating peace education modules in all its training programs in basic education. ItsCulture of Peace (COP)

module is consisting of three-day programs. The first dayaims to: (1) build an ambiance of unity and acceptance despite of differences in religions and beliefs, and (2) enable the participants feel the warmly welcome and sense of belongingness. The second day program highlights the challenge of dismantling the Culture of War by understanding the proliferation of gun culture.And, the last day is set for the exploration of different approaches and strategies to employ the so-called "Total School Approach"on building peace in the country.

Furthermore, in addition to the COP module,the Nagdilaab also holds a trainors' training on trauma healing wherein the participants gain skills in handling trauma healing and stress debriefing sessions among the learners with traumatic experiences in connection with the war in Mindanao.

2) Mindanao-wide peacebuilding activities

In order to sustain the peacebuilding efforts in the region, the network of peace educators organized the Mindanao-wide peace-related activities, namely: the observance of the week of peace; inter-religious dialogues; solidarity activities during Ramadan for the Muslims and the Christmas season for Christians; peace concerts, peace essay contests and other advocacy and social mobilization activities.

Moreover, there was also the region-wide series of launching of the Executive Order 570 of 2006 and theDepED Order No. 469, Series of 2008 being the hallmark foundation of institutionalizing peace education in the country.

CONCLUDING

As a necessary component of peacebuilding, thepeace education initiatives and efforts in the Philippines have been used as tools for transforming the conflictual ethnic relationships in the local communities characterized by widespread culture of violence, misunderstanding, distrust, suspicion and discrimination to a culture of peace, respect, tolerance, accommodation and mutual coexistence with the end in view of nurturing the foundation of cultural diversity. This persistent peace crusade is manifested by the sponsorship, establishment and introduction of legal, institutional and community-based peace initiatives.

However, these peace efforts, though they seem to be comprehensive, still need thenecessary supporting mechanisms for their sustainability. A milestone step towards this end is the creation of agencies or offices in the governmentwhose mandate is to initiate, consolidate, implement, monitor and evaluate all the peacebuilding programs of the government. Said peacebuilding agencies must be present in all the local government units of the war-torn areas. Quite

obviously, the involvement of only three agencies - the Department of Education, the Commission on Higher Educationand the Office of the Presidential Assistant on the Peace Process - in this conflict transformation endeavor is not enough. For self-sustaining peace to finally reign in this troubled land, building of peace must be in the forefront of the government agenda involving all agencies of the government and all sectors of the Philippine society.

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QUALITY MANAGEMENT IN PESANTREN BASED ON VISION AND EXCELLENCY LIFE SKILL

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ABSTRACT

Pesantren as religious, charitable and education is seen as an institution that is central to the changes in society through Islamic missionary activity, as reflected by the various schools to change and influence individual development. In its development, schools face a tremendous challenge, namely the lack of modernization. The emergence of modernization is not likely to have a negative impact, for it, schools have to be really selective in accepting and adopting the pattern of education from the outside. Pesantren should not close ourselves in following the demands of the times to maintain its quality, but schools have to have a concept and design which always refers to the social relevance and the trend changes. Thus schools will increasingly exist in anticipation of social change, even roles in directing the changes that occur as the era of modernization and globalization.

Keywords: *quality management, boarding, vision, life skills*

Pesantren a traditional educational institution to understand, appreciate and practice the teachings of Islam with an emphasis on the importance of living in a society of moral as guidance in daily life **Error! Reference source not found.**. As an educational institution, pesantren was established in order to uphold and defend Islam in the face of the earth **Error! Reference source not found.**.

Education in pesantren goal was not only broaden students with various explanations, but to raise the morale, training and heightens the spirit, appreciate spiritual values and humanity, teaches attitudes and behavior that is honest and moral, as well as preparing the students for the simple life and be clean. The purpose of pesantren education not to pursue the interests of power, money and worldly grandeur, but learning is solely the obligation and devotion (worship) to God **Error! Reference source not found.**.

Along with the times and the number of public demand for better management of pesantren and quality, then it is time to change the paradigm of development pesantren with quality oriented / quality in order to meet society's expectations.

In the context of improving the quality of education, pesantren are required to be able to provide services and administer educational institutions to the principles of quality management, especially pesantren is an element determinant of the structure of the social pyramid Indonesian society that has elektabilitas level high in order to encourage social change-community on aspects education, improving the quality of human resources and also on other aspects such as the fields of culture, politics, economics, social and others.

Based on the results of preliminary studies, pesantren Nabil Hussein Samarinda and pesantren modern Ibadurrahman Kutai Kertanegara an Islamic educational institutions are known to be very firm and resolute in complying with Islamic values. However, in the development and institutional dynamics, pesantren had an outstanding response to changes very dynamically in preparing graduates to be accepted in society.

Pesantren Nabil Hussein Samarinda more emphasis on the mastery of ethical values are summarized in the application of the integrated curriculum between Pondok Modern and the Salaf, curriculum Ministry of Religious Affairs and the Ministry of National Education curriculum. However, pesantren generally have the main characteristic that can be regarded as educational institutions inculcate religious values to students through the classics **Error! Reference source not found.**.

In quality control, pensatren Nabil Hussein Samarinda using several strategies: first, the selection and training of human resources to get a better education services; second, standardize work processes in schools produces educational services; Third, monitor the satisfaction of learners (students) through the alumni forum.

Likewise with pesantren modern Ibadurrahman more emphasis on mastery of tools that nahwu and sharf. Teaching and training adopting modern educational system of the Pesantren Modern Gontor Darussalam, namely Kulliyatul Mu'allimin Al-Islamiyah. Pesantren is more forward and outlines a system of implementation of the learning process controlled, documented and designed to ensure that the output

of pesantren education in accordance with the expectations of the costumers.

Another unique phenomenon lies in the system of graduation students in pesantren modern Ibadurrahman Kutai Kertanegara. Any students who are already carrying out the whole process of learning in the pesantren is not directly given syahadah or diploma because there are some processes that must be fulfilled by him: first, to do service at least one year at the pesantren modern Ibadurrahman or in educational institutions affiliated with pesantren modern Ibadurrahman. For those students who carry out the service outside the modern cottage, every month should report to the modern cottage; Second, academically also must meet the terms and conditions that have been imposed, which passed the scoring system given by the Director Kulliyatul Mu'allimin Al-Islamiyah (KMI); Third, the moral assessment provided by the council of the caring students. If these requirements are met by the students, then syahadah or diplomas will be awarded.

One effort to satisfy customers (students and parents of students), pesantren Nabil Hussein Samarinda and Pesantren Modern Ibadurrahman Kutai Kertanegara waive the cost of tuition, boarding and meal allowance money. Pupils were given the task to learn without thinking about financing charged to them. This was done in order to ease the burden of parents of students. Buildings, means of pre facilities for learning in both schools is very complete and nice and has a large area.

Pesantren Nabil Hussein Samarinda and Pesantren Modern Ibadurrahman Kutai Kertanegara in the province of East Kalimantan is an Islamic educational institutions are considered as Islamic educational institutions that have great contribution in generating superior output. Both of these pesantren including Islamic educational institutions excel in terms of both academic and non academic success as pesantren to make himself superior.

One of the programs featured in both pesantren is habituation in Arabic and English. Habituation is intended so that students have a mastery of Arabic and English, because it is a need and demand for anyone including Muslims are more motivated by reason normative-theological, namely the assumption that the Koran, the Hadith, as well as the Islamic sciences generated from these two sources to understand everything in Arabic. While mastery of English is an international language first interpreted as a form of global language that the main stream as well as the language of science that exist today.

The phenomenon of placing the two pesantren as agents of social change that is expected to contribute prophetic on human civilization, both on the intellectual plane theoretically and practically - output institutions that have suitability to the needs of society - that is based on Quran and al-Hadith.

Moreover, the phenomenon of customer satisfaction is what later became one of the focuses of the implementation of quality management education in Pesantren Nabil Hussein Samarinda and Pesantren Modern Ibadurrahman Kutai in East Kalimantan. In the process of improving the quality of schools, not just focus on the assessment report cards and diplomas, but he formed a management system quality improvement embodied in the "program task devotion" to several educational institutions. All education element in this case is used to create a "results merit" or quality of graduates is a good education and be accepted by society. Factually, this program is able to provide a special attraction for the public to appreciate. This was proven by the many requests of teachers duties devotion by some educational institutions in various areas.

Based on the context of the above study, the focus of this study is a quality management education to both pesantren in East Kalimantan. The formulation of the problem in this research is; 1) How does the concept of quality management education in Pesantren Nabil Hussein Samrarinda and Pesantren Modern Ibadurrahman Kutai in East Kalimantan?, 2) How to design the quality of education in Pesantren Nabil Hussein Samrarinda and Pesantren Modern Ibadurrahman Kutai in East Kalimantan ?

DISCUSSION
Pesantren Education Quality

Quality development in Islamic education is something that is essential, the concept of quality in educational institutions is universally adopt many of the industrialized world, the concept of quality that was born from various domains, especially from the industrialized world can be understood as the entrance to improving the quality of Islamic education **Error! Reference source not found.**.

The concept of quality in schools other than absolute in nature also relative of society as a customer. Quality has absolute refers to a product or out-put of boarding and pegged to a specific size by an institution, how they set the standards and expectations of the customers needs education schools. If the service is not top quality performance, then customers will leave the agency, because there are other alternatives that can be selected by them. If the product or out-put from the school wanted to continue even exist, then the quality improvement in schools continue to be

improved in accordance with the needs and expectations of customers.

In macro properties of quality, according to Slamet could contain several elements: (1) reliability (reliability), (2) the assuredness (assurance), (3) appearance (tangibility), (4) concern (empathy), and (5) responsiveness (responsiveness) **Error! Reference source not found.**. Credibility can be generated from attitudes and actions such as: honest, timely service, guarantee of safety to the products / services are used / obtained, and the availability of products / services when needed by the customer.

Quality in conventional management vary greatly depending on the perspective adopted, Joseph N. Juran states that ;"quality" means those features of products which meet customer needs and thereby provide customer satisfaction. In this sense, the meaning of quality is oriented to income. The purpose of such higher quality is to provide greater customer satisfaction and, one hopes, to increase income. However, providing more and/or better quality features usually requires an investment and hence usually involves increases in costs **Error! Reference source not found.**.

Thus the quality is highly dependent used in framing the output, there is some sense of quality, but it has the same intention on the compatibility between the ideas and ideals and praxis. So the concept of quality is often regarded as a relative measure of perfection or goodness of a product / service, which consists of design quality and conformance quality (a measure of how much the level of suitability of a product / service with the requirements or quality specifications defined earlier)**Error! Reference source not found.**.

From the description, it can be concluded that the quality of education is the quality of education boarding schools that refers to input, process, output and impact. Quality is everything that needs to be available as needed for the process of boarding school education. Quality inputs pesantren education can be seen from several sides. First, the good condition or not input of human resources, such as educational institutions boarding caregivers who have the vision and mission as well as capable, chaplain / cleric and students; second, meet the criteria whether or not the input material in the form of infrastructure as well as the medium of learning in schools; third, whether or not fulfilling the criteria of input software, such as regulations, job descriptions and organizational structure pesantrem; and fourth, the quality of inputs that are the expectations and needs, such as vision, motivation, persistence, and ideals. While the quality of the learning process in schools implies that the ability of resources to transform multi boarding input types and situations to achieve a certain degree of added value of students.

In the basic framework, schools need to have startegik planning framework and strategic analysis of performance raises the quality of education in schools, with the various dimensions of quality that may be referenced in this framework; 1). performance, the principal operating characteristics of core products; 2). features, namely a secondary or complementary characteristics; 3). Reliability, which is less likely to suffer damage or failure; 4). conformance to specification, design characteristics and the extent to which the operation meets the standards previously set; 5). Durability, with regard to how long the product can continue to be used; 6). Serviceability, including speed, competence, convenience, ease of repair, and the handling of complaints satisfactorily; 7). Aesthetics, namely the product appeal to the senses; and 8). Perceived quality (perceived quality), the image and reputation of the product as well as the responsibility to it

While V Gasparez argued, the quality of products or services include, namely: 1). tangible; the physical setting of the service, location, staff, materials, communications and equipment; 2). Reliability; the ability to perform a service reliably and accurately; 3). Speed; the extent to which employees help customers and provide precise and fast; 4). guarantees; knowledge, the ability of employees to maintain trust and faiths; and 5). empathy; attention and concern for the individual consumer **Error! Reference source not found.**.

Total Quality Management in Pesantren

The development of science and technology in a global society lead to changes in motion to continue to compete and requires each organization to continue to make continuous improvements. Similarly, Islamic boarding schools as an educational institution can not be separated from the current motion to seize the market competition that ultimately requires schools to promote quality in the managerial process. In relation to the issue of the quality of education has developed a new approach, particularly in managerial processes of institutional education is Total Quality Management (TQM).

The approach used to describe two different ideas but interrelated, namely: first, is a philosophy of continuous improvement; The second, related uses to describe the TQM tools and techniques, such as brainstorming and analysis field, which is used to put a quality improvement into action. The pattern thus put TQM as an approach to run a business that tries to maximize organizational

competitiveness through continuous improvement on products, services, labor, processes, and the environment.

In this framework, Total Quality Management (TQM) is a philosophy and culture (labor) organization (phylosopy of management) are oriented on the quality (quality). Destination (goal) to be achieved within the organization with a culture of Total Quality Management (TQM) is to meet or even exceed what is needed (needs) and expected (desire) by the customer **Error! Reference source not found.**; with the principles of relentless improvement the quality improvement in all sectors carried out by the organization and carried out continuously **Error! Reference source not found.**.

Thus, Total Quality Management (TQM) in the framework of research on quality management education schools in the Pesantren Nabil Hussein Samarinda and Pesantren Modern Ibadurrahman Kutai Kertanegara can be interpreted as a form of management of the quality of all components (stakehorder) concerned with the vision and mission pesantren educational organizations. Total Quality Management (TQM) is a management company to do the right thing every time, from the examination (cheking) at a certain time when the error occurred. Total Quality Management (TQM) instead of working for someone else's agenda, although the agenda was devoted to the customer (customer) for the community.

Particles "total" in Total Quality Management (TQM) is the involvement of all components of the organization that took place in the organization of educational institutions there is no standard form on an educational organization with a record of organizational forms that are used need to be appropriate and facilitate improvement in the quality of education **Error! Reference source not found.**. While particle "management" in Total Quality Management (TQM) means the management of each person within an organization, regardless of status, position or role. They are all managers of the responsibility it has, every space component schools in the division of tasks has logical implications towards improving the quality of education in pesantren **Error! Reference source not found.**.

Lesley Munro-Faure and Malcolm Munro-Faure declared that Total Quality Management (TQM) all the components organizations need to do: first, doing things right. This means that only activities that support the business in order to satisfy the needs of customers who can be accepted. Activities

that do not need it should not be continued anymore; secondly, doing things correctly. This means that all activities must be carried out correctly, so that the results of these activities according to customer requirements; and third, doing things right the first time every time. It is based on the premise to prevent errors arising. These three things are summarized in do the right think, first time, every time, that is "doing the right thing right, since the first time, every time" (Munro-Faure, 1999, p. 11). **Error! Reference source not found.**.

Total Quality Management (TQM) in the pesantren is an education management system that elevates the quality as a business strategy and oriented to the satisfaction of stakeholders (customers) schools by involving all members of the organization on a continuous basis pesantren. In this scope, pesantren education institutions in implementing TQM with the basic characteristics of quality management emerged, among others: 1). Total commitment to the continuous increase in the value of the customer, investor and personnel (staff); 2). Institutions understand the market forces whose defining quality is not based on the interests of the organization, but the interests of the customer; and 3). Commitment to lead the people with the improvement and constant communication **Error! Reference source not found.**. If translated again, then these characteristics consist of: 1). focus on customers, both internal and external customers; 2). have high regard for the quality obsession; 3). use a scientific approach to decision-making and problem-solving; 4). has a long-term commitment; 5). requires teamwork; 6). improve process continuity; 7). education and training; 8). provide freedom of hand; 9). have a controlled entity; and 10). the involvement and empowerment of employees **Error! Reference source not found.**.

By putting the customer schools as the main focus, the organizational structure will be inverted pyramid. usually cone-shaped organizational structure. Kiai is at the top, followed maid kiai as head of the center, chaplain / cleric and support staff. In Total Quality Management (TQM) is to be inverted conical shape. Precisely the helm (scholars) are under, which implies it should be a servant of the leaders in the existing intermediate level. Likewise leaders should serve cleric medium / cleric and cleric / cleric must serve the needs of his students.

Thus, each employee is seen as an organizational resource that is most valuable, because every employee in the organization treated well and given the opportunity to develop themselves, berbartisipasi in team decision making. Management based on facts. fact-oriented organization. This means that every organizational decision should be based on data, not on feeling

(feeling). Two of the key concepts related to the facts; 1). Prioritization, ie the concept that improvements can not be dilakaukan in all aspects at the same time, given the limited resources available. Thus, by using the data, the management and the team can focus its efforts on certain vital situations. 2). Variation, or the variability of human performance. Data can provide a picture of variability is a normal part of any organizational system. Thus management can predict the outcome of every decision and action taken.

Total Quality Management (TQM) in education is a philosophy of continuous improvement where educational institutions to provide a set of tools or tools to meet and even exceed the needs, desires and expectations of customers today and in the future. Total Quality Management (TQM) is an approach to run a business that tries to maximize organizational competitiveness through continuous improvement on products, services, people, processes and the environment. Implementation was carried out jointly, integrated, sustainable, and by all elements of the policy makers to the implementers, from upstream to downstream and involving the entire community. Implementation of these management functions seem to be effective if they can create a synergic relationship between the upstream and downstream, and were also able to apply the principles of fairness, transparancy, accountability, responsibility, morality, reliability and commitment. The application of the principles of good corporate governance in the educational environment in general, and in boarding schools will ensure the implementation of effective education, efficient and productive.

Design Quality of Education in Pesantren

In order to design the quality of education in boarding schools, in order to conform to the expectations of all parties and in accordance with standardized. According to W Edward Deming, the problem lies in the quality of management problems. In this case, the quality of educational institutions should be faced with the measure of matters relating to the management. There is a 14 point quality program presented by Edward Deming and a new combination of quality management and call to management to change the approach and design quality, namely:

a. Create an effort to increase product and services with the aim to be competitive and keep it running.
b. Adoption of a new philosophy.

c. Avoid dependence on mass inspection to achieve quality.
d. End the practice of business respect to the price.
e. Increase with constant production systems and services to improve quality and productivity.
f. Instituted vocational training.
g. Institutionalized leadership.
h. Eliminate the fear that everyone can work effectively.
i. Describe the barriers between departments.
j. Eliminate slogans, exhortations and targets and increase productivity without increasing the workload.
k. Eliminate work standards using a numerical quota.
l. Remove barriers that deprive pride karyawanatas expertise.
m. Instituted various educational programs that improve morale and work quality improvement.
n. Put everyone on the team work in order to carry out the transformation.**Error! Reference source not found.**

To fourteen points presented above Edward Deming analyzed or viewed from the satisfaction of the consumer. In this case the question is of the learners and communities concerned in education **Error! Reference source not found.**. In relation to the design quality of education at boarding school, this theory will give a new dynamic to the development of schools that have a competitive advantage and meet the needs of society and the demands of the times.

Thus that, the quality of education boarding school is an accumulation of all the quality of services that exist in educational institutions received by customers. Education is a long process, and activities that one is affected by other activities. When all the activities done well, then the final result of the education service will achieve good results, in the form of "total quality."

Quality design as submitted by Edward Deming can be used as a foundation to improve the quality of education at schools organization. This quality design implementation in peningkatakan quality of education in boarding school focuses on two main concepts. First, as a philosophy of continuous improvement, and the second relates to the tools and techniques such as "brainstorming" and "force field analysis", which is used for quality improvement in management measures to achieve the needs and expectations of customers **Error! Reference source not found.**.

In practice, schools focus on internal and external customers. There are at least five qualities of service that must be realized in order to internal and external customers pesantren be satisfied which includes:

a. Trust, meaning that services in accordance with what was promised.
b. Assuredness, that is able to guarantee the quality provided.
c. Appearance, the intention is the ambience and favorable climate.
d. Attention, attention yaiyu primary external customers (students) who are the main customers.
e. Responsiveness, that is quick and responsive to customer needs **Error! Reference source not found.**.

In designing quality boarding steps are required steps, namely: knowing what to do, know the procedures and methods used, documenting all activities in the boarding program has been conducted and evaluated periodically.

METHODS

This study uses a qualitative approach with case studies. While collecting data in this study using three techniques, namely; participant observation (participant observation), in-depth interviews (depth interview), documentation and focus group discussion. Analysis of the data is done through the stages of analysis **Error! Reference source not found.**, namely; data reduction, a data display, and conclusion drawing / verification in case analysis. While checking the validity of the data carried through; credibility, transferability, dependability and confirmability.

RESULTS AND DISCUSSION

After analyzing the similarities and differences in the findings of the study at two sites (cross-site analysis), it was found that the findings of quality management in schools based on vision and Excellency life skills, which can be described as follows; 1) The concept of quality management education in pesantren Nabil Hussein Samarinda and Pesantren Modern Ibadurrahman Kutai Kertanegara is the management of pesantren are able to synergize the fulfillment of the vision of the founders of pesantren with the demands of standardization needs and development of the Muslim community. 2) The integration pattern of public schools Salaf and kholaf with standard principles of management schools include: a) The existence of single leadership - collegial nature of central - decentralized (top - botton up) in the decision-making system, b) Focus on the establishment of schools and the provision of supplies of life skills students, fulfillment facility through the optimization of community participation and empowerment by not

burdening students and guardians of students, focus on students studying religion and life skills in the community, c) optimizing the role and functions of the component schools based on quality management of sustainable, d) the existence of internal evaluation as a media feed back of the external evaluation as development of alumni and the community, e) presence in the fulfillment pasilitas sustainable development, human resources, quality of graduates with the principle of continuous development. 3) While the steps of design quality in both educational institutions boarding is done through: a) the formulation of the vision and excellence of schools, b) determining the pattern of integration of vision and excellence pesantren, c) development of standards of excellence program schools, d) implementation program education activities, e) Controlling and evaluation of programs. Cultural Design: change the negative image of pesantren culture became positive cultural values through culture of discipline, professional work and respect for diversity or multicultural. Design networking: silaturrahmi, build internal and external silaturrahmi

CONCLUSION

Quality management in pesantren based on vision and life skill Excellency is a education development concept through management sciences in order to create a superior education and high competitiveness. By implementing the Quality management in pesantren based on vision and life skill Excellency through the pillars of quality adopted from principles, design, strategy of education quality boarding and spiritual values, it will give birth to the Quality of Education in accordance with the expectations and demands of society and the demands of the times.

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IMPROVING THE READING COMPREHENSION LEVEL OF THE SELECTED GRADE 7 STUDENTS OF BINULASAN INTEGRATED SCHOOL, INFANTA, QUEZON THROUGH DIRECTED READING-THINKING ACTIVITY (DRTA)

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ABSTRCT

The paper aimed to improve the reading comprehension level of the selected Grade 7 students of Binulasan Integrated School through DRTA, an intervention program/ a remedial reading strategy. Descriptive - comparative method of research was used in the completion of this action research. They were directly involved in the implementation of the DRTA. Thirty-nine Grade 7 students were actually considered in measuring the effectiveness of the DRTA intervention program/ a remedial reading strategy through pre-test and posttest. The result of pretest given to 39 students administered before the implementation of DRTA disclosed that 19 or 49% belonged to Frustration level. These students demonstrated improvement in reading comprehension test after the implementation of the DRTA. This action research had proven the effectiveness of DRTA in enhancing the reading comprehension level of the students. So, DRTA may be used as one of the remedial/ intervention strategies in the division, region or even in the country.

KEYWORDS. *DRTA- (Directed Reading-Thinking Activity), Reading Comprehension Level, Narrative Text*

The ability to read and to write is considered as common indicator that a person is literate. Literate person has the capacity to use language, numbers, images and other means to understand and use the dominant symbol systems of a culture. The concept of literacy is expanding in countries to include skills to access knowledge through technology and to ability to assess complex contexts Gillaco (2014).

Goody (1987) stated that the key to all literacy is reading development, a progression of skills that begins with the ability to understand spoken words and decode written words, and culminate the deep understanding of text. Reading development involves a range of complex language underpinnings including awareness of speech sounds (phonology), spelling patterns (orthography), word meaning (semantics), grammar (syntax) and patterns of word formation (morphology). All of which provide a necessary platform for reading fluency and comprehension. Once these skills are acquired, the reader can attain full language literacy, which includes the abilities to apply, to analyze, to make interference and to synthesis; to write with accuracy and coherence; and to use information and insights from text as the basis for informed decisions and creative thought.

Reading is a habit in which students learn, gain knowledge and develop new skills Olivar (2014). Knowing the importance of reading and in accordance with the implementation of the Enhanced basic Education Program, K+12 Curriculum, the government through the Department of Education (DepEd) has implemented " Every Child A Reader Program" (ECARP) concluded in DepEd Memorandum No. 402.s. 2004 and Administrative Order No. 324. This aims to teach learners with planned training in reading and writing to make them young readers and writers. Futhermore, ECARP is one among the ten-point education agenda of President Benigno Simeon Aquino III to ensure that the country's public schools produce graduates who are well-equipped to cope with the different challenges in life.

In order to instill good reading skills among students in public schools, assessment is done to determine their reading proficiency. One of which is the Philippine Informal Reading Inventory (Phil-IRI). It measures the reading proficiency of the students through word recognition and reading comprehension in English and Filipino. Based on the Phil-IRI scale, the students are categorized into the following levels: frustration, instructional and independent. Students who are under frustration level tend to withdraw themselves to read by refusing it. In the instructional level the students can read when being guide and independent level the students can read without the teacher's guidance.

According to Anderson (2000) reading is a simple process. Readers decode each word in a

text and then automatically comprehend the meaning of the words.

Reading comprehension is an essential skill for learners of English. For most of learners, it is the most important skill to master in order to ensure success in learning. With strengthened reading skills, learners of English tend to make greater progress in other areas of language learning. Reading should be an active, fluent process that involves the reader and the reading material in building meaning.

Teaching students how to utilize the skills and knowledge they bring from their first language, develop vocabulary skills, improve reading comprehension and rate, and monitor students' improvement are just some of the elements that teachers must consider in preparing for an English language reading class. Learning to read in a second or foreign language is a process that involves learning skills, learning new vocabulary and patterns, and cultivating the ability to transfer skills from the classroom to the real world, where English may be used.

In Philippines, English has been taught as a second language both as local current subject for elementary school students and as compulsory subject for junior and senior high school students. Students of English are expected to master in language skills namely listening, speaking, reading, and writing and to have communicative competence in using it. Having communicative competence means students have competencies in understanding and producing discourse in spoken and written under meaningful context which influenced by situation and culture.

The basic competency of reading skill mentioned in curriculum for the Grade 7 students is to comprehend transactional discourse and dialogue leading to interpersonal meaning and/or oral monologue in the forms of descriptive, narrative, recount, and report. The achievement indicator the students must gain is being competent in the sub reading skill, including comprehending main idea, specific information, word meaning and textual reference of the text.

However, the thing that many students find difficulties in reading activity is to comprehend or understand the information of the reading material. The fact of the students' problem in comprehending reading text above also become the problem encountered by the Grade 7 students of Binulasan Integrated School, Infanta, Quezon. Almost students have a problem in comprehending reading text, in the four reading sub skills. The reading class

bored them because of the English teacher in teaching reading only involve tasks in the text book, read the text, and answer the questions following the text.

In line with the above reality, it is important to take a consideration in order to solve the problem and to improve the students' achievement in reading comprehension. One thing that must be taken into account is the strategy in teaching reading. The strategy used in this study was called DRTA.

The writer conducted this study for the purpose of improving the Grade 7 students in reading comprehension level, especially in comprehending main idea, specific information, word meaning and textual reference of a text using DRTA.

Specifically, it aimed to seek answers to the following questions:
1. What is the level of reading comprehension of the Grade 7 students before the implementation of DRTA?
2. What is the level of reading comprehension of the Grade 7 students after the implementation of DRTA?
3. Is there any significant difference on the level of reading comprehension before and after the implementation of DRTA?

Hypothesis
There is no significant difference in the reading comprehension level of the Selected Grade 7 students before and after the implementation of DRTA.

BRIEF REVIEW OF RELATED LITERATURE
Comprehension, a complex cognitive process, is central to acquiring a new linguistic system. Input must be decoded in some comprehensible fashion for second language acquisition to occur. In the case of a foreign language reading comprehension, the reader uses previous knowledge to construct and integrate meaning from text. During reading there is simultaneous cognitive processing involving pattern recognition, letter identification, lexical access, concept activation, syntactic analysis, propositional encoding, sentence comprehension, activation of prior knowledge, information storage, and comprehension monitoring. According to connectionist models (Koda, 2005, 2007; Nassaji, 2002) the generic knowledge structures, or background knowledge, that are accessed during reading are largely determined by the quality of the text base that the learner constructs. Text base quality is affected by the individual's text processing efficiency (i.e., ability in lower-level

processes, such as word recognition and syntactic parsing) and working memory.

Gillet and Temple in Juniari(2003) stated that reading comprehension is a search for meaning, actively using our word knowledge and the text to understand new things we read. We need knowledge of the world to understand new things, need to be familiar with various text structure encountered and need to be active in seeking meaning to rise up from the passage.

Simanjutak (1998), as citied in Raharja (2004), agreed on reading as a cognitive process of making interaction with print and monitoring comprehension to establish meaning which involves the process of identification (the ability of the reader to identify or determine what the text says) and the process of interpretation (the readers' activity to make sense or to draw out the meaning of the reading text they read).

Reading comprehension is process of understanding written text or information presented by the author and affected by many factors. Those are factors within the readers, factor within the written message, and factors within the reading environment (Pearson Johnson, in Gipe (1991).

Comprehension processes and second language acquisition processes, although somewhat overlapping, are also distinct. For example, comprehension involves constructing a mental representation from the propositional content for the purpose of understanding the message. However, in order for a linguistic system to be developed through comprehension activities, additional input processing must occur. Such processing entails making form-meaning connections from the input, or focusing attention on new forms and associating them with their functions or referents.

Further, Depdiknas (2003) stated that narrative text learned by the students of Junior High School related with problematic events whose social function are to amuse, entertain, and deal with actual or vicarious experience in different ways.

Narrative text is reading for story. It is often called fiction in which the values are used to describe, explain human behavior.

Meanwhile, Tonjes, et al. (1990), stated that narrative text is the text used to entertain, to tell a story, or to provide as aesthetic literary experience. They also said that narrative text is based on life experience and is person oriented using dialogue and familiar language.

Directed Reading Thinking Activity (DRTA) is a strategy that encourages students to use their minds while reading a text. It guides students to ask questions based on what they read, make predictions on the story line and read further to confirm if their predictions were right. This process helps develop them into thoughtful learners, making their active to comprehend more from the text.

A DRTA may be used for an individual separately, for a small group or even the class as a whole. When used with a group, it helps develop communication skills in the students, not just reading skills.

There are four steps to the DRTA process:

▪ Introduction

It sometimes helps for the student to talk about what he or she already knows about the subject that they will be reading. This helps them put everything they know on the subject out on the table before they start reading and pushes them to discover new information on the topic.

▪ Predict

Encourage the students to predict the story after reading the title. They may also predict the story based on the pictures included. Tell them that there is no wrong answers but they need to justify their answers.

▪ Modify Predictions

Start reading the text. After each section, provide the students an opportunity to change their predictions.

▪ Reflect

After the entire selection has been read, encourage the child to reflect on his or her predictions and the reasons they modified their earlier predictions. Help them understand the value of thinking about their text. The text that is used for this activity must be selected carefully. A badly selected passage can dull the activity and prove disappointing. Some of the elements to consider while choosing the text are:

▪ Familiarity

You need to ensure that none of your students have read the passage earlier. Students will not be able to predict their way through the text if they know what happens next.

▪ Prediction points

Another element that helps is to pick a passage that has definite prediction points. This ensures that predictions are made with greater ease.

The DRTA is a general plan for directing children's reading. It encourages children to think as they read, make predications and check their accuracy.

DRTA provides guided practice for students in setting their own purposes for reading.

1. Read the title and study a picture or two about the story

2. Ask students to make predictions based on the title and the picture(s)
3. Read the first part of the story and ask students some comprehension questions based on what was read.
4. Afterwards, ask them to predict what will happen next.
5. Ask students to read the next part and check whether their predictions had been correct.
6. Ask students to answer other comprehension questions based on what was read.
7. Ask prediction questions before proceeding to the next part of the story.
8. Repeat steps 3 to 5 until the entire story has been read.
9. Ask other comprehension questions that have not been answered in the DRTA.

CONCEPTUAL FRAMEWORK

An epistemology or philosophical explanation about the nature of learning, it is a philosophical perspective contending that individuals form or construct much of what they learn and understand. It reveals a shift away from environmental influences towards human factors as explanations for learning. With constructivism, researchers have shifted focus to how learners construct their knowledge rather than on how knowledge is acquired and how environmental factors influence learning, which are central theories related to behaviourists and cognitivists (Schunk, 2008:237).

Constructivism has influenced educational thinking about the curriculum and instruction. It underlies the emphasis on the integrated curriculum in which learners study a topic from multiple perspectives and where teachers use teaching and learning materials in such a way that learners become actively involved (Schunk, 2008: 237 & 241). It contends that knowledge is constructed from experience, that learning is a personal interpretation of the world and an active process in which meaning is developed on the basis of experience, where learners must actively construct knowledge and understanding for themselves. It is based on the assumption that conceptual growth comes from the negotiation of meaning, the sharing of multiple perspectives and the changing of internal presentations through collaborative learning (Schunk, 2008:237).41

A constructivist assumption is that teachers should not teach in the traditional way but rather should structure reading lesson such that learners are actively involved, provide

support and guidance rather than lecturing, and place emphasis on reflective teaching. They stress that social group learning and peer collaboration are useful because as learners model for and observe each other they teach and learn not only skills but also experience higher self-efficacy for learning (Schunk, 2008:237-241).

Constructivists assume that knowledge is first constructed in a social context and is then appropriated and owned by the individual. Constructivists view reading as an active process through which learners discover concepts. According to the constructivists individual learners make meaning of learning through interaction with each other and with the environment in which they live (Schunk, 2008:237-241). These principles are similar to those outlined in the outcomes-based system of education that also encourages group work and interaction amongst learners.

Various authors state that, just as there is no single type of child in the reading classroom, there is also not only one approach to the teaching of reading, but rather instruction needs to match the learners' academic needs (Darrel, 2005:4; Norton, 2007:5). Russell and Santoro (2007:190, 194) maintain that carefully designed instruction is required to help learners at risk of academic failure to attain grade-level expectations.
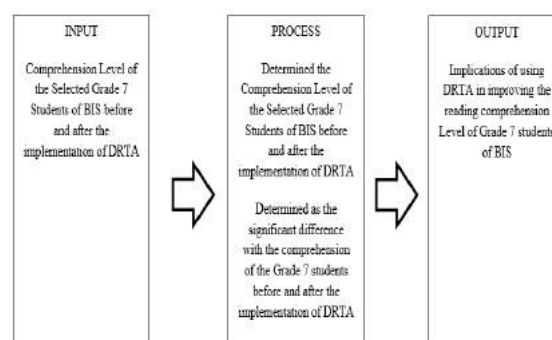
Figure1: Conceptual Paradigm of the Study

METHODOLOGY AND RESEARCH DESIGN
Generation of Alternative Solutions

In response to the needs of the Grade 7 students of Binulasan Integrated School as revealed in the reading test results. DRTA had been considered and implemented from August 17, 2015 to September 25, 2015.

The DRTA was used by the researcher as one of the strategies in improving the reading comprehension level of the Grade 7 students of BIS. This strategy was adapted in response to the result of the reading test administer to the Grade 7 students section Courage.

In order to achieve the goal of the DRTA as one of the reading remedial strategies, the

reading topics were adapted in the Grade 7 module and other Philippine Literature books. They are as follow:

1. How the World was created (Panayan)
2. Ibalon
3. Indarapatra and Sulayman
4. Story of Lam-ang
5. Centipede
6. Wedding Dance
7. My father's eyes
8. The Legend of MariangMakiling
9. The World is an Apple
10. Footnote to Youth

RESEARCH DESIGN

The researcher implemented a classroom action research. Carr and Kemmis(*nd*) stated *"Classroom Action Research is a form of self-reflective inquiry undertaken by participants in social (including educational) situation in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situation in which practices are carried out."* (McNiff, 1988, in Sandiani, 2005),

Classroom action research is conducted in cyclic process, involving the process of planning, action, observation and reflection (Kemmis and Taggart, 1998:10). This action research was conducted to the Grade 7 students of BIS by implementing cycles.

Specifically, this study used a descriptive- comparative method of research to asses and determine the difference between the pretest and posttest of the topics learned in the first quarter of the selected Grade 7 students of Binulasan Integrated Schoo.l

RESEARCH LOCALE

The study was conducted in Binulasan Integrated School located at Binulasan, Infanta, Quezon. It is one among the four public secondary schools in Infanta that caters the young citizenry of Dinahican, Binulasan, Abiawin and Libjo. As a Grade 7 English teacher, the researcher chose the school to be the setting of the study to help the Grade 7 students improve the comprehension skills through the use of DRTA.

RESEARCH RESPONDENTS

The total of 39 Grade 7 students were the respondents of the study, they were 20 male and 19 female from section Courage.

RESEARCH INSTRUMENT

Some instruments used to obtain the data were:

1) Reading task
   Reading tasks were used in each session during the action of the cycle.
2) Test
   There were two kinds of test administered in this study, those were pre-test and post-test. The pre-test was conducted to see the problems faced by the students. The post-test was conducted at the end of each cycle to find the students' improvement in reading skill.

RESEARCH PROCEDURE

This present study conducted in order to improve students' ability in reading comprehension through DRTA strategy to encourage them to read and feel confident about their ability to understand written text.

1). Pre-test
   This pretest was conducted in order to find out whether they find any difficulties or not. Based on the result of the pre-test, the researcher then decidedto applyDRTA strategy in improving the reading comprehension level.

2). Cycle
   The action procedure that will be implemented in this study as follows:

Planning:

- Making a teaching scenario for each meeting.
- Preparing the reading material will be used in the exercise and post-test.
- Preparing the teaching media (pictures, photos and slides)
- Preparing the work sheet.
- Preparing the test.
- Preparing the observation instruments (teacher's diary and questionnaire)

Action   :
Steps in the teaching and learning process
o Pre-activity
   Engagement (gives short brainstorming related to the topic for focusing the students' attention).
o while-activity
   Exploration (giving student a chance to train)
   Elaboration (giving a challenge to reinforce the student to enlarge their knowledge)
   Confirmation (to generalize the material learned : sentence pattern, phrases, new words)
o Post-activity
   Assessment

PLAN OF ACTION
A. Objective

DRTA, a remedial reading strategy, aimed to improve the reading comprehension level of 39 Grade 7 students, section Courage,

of BIS focusing on the literary pieces mentioned above.

B. Timeframe

The DRTA was used for six weeks from August 17, 2015 to September 25, 2015.

C. Target Subjects

The target subject of this study was the 39 grade 7 students of BIS whom the researcher found with a poor reading comprehension level among the six sections in Grade 7 level.

D. Activities Undertaken

To successfully device the strategy, the strategy designed 10 lesson plans using DRTA. The topics were anchored to the module for Grade 7 which was provided by DEPED and other Philippine Literature books. Topics were listed above.

After the teacher read the divided part/s of the story, questions were given for analysis, then, students will be asked to predict what to happen next until the story ended.

Post-test was administered to measure the acquired knowledge after the discussion.

E. Evaluation Criteria

The reading comprehension level of the participants was measured by the researcher through reading comprehension test given to the selected Grade 7 students second after opening of the classes on selected Grade 7 students June 1, 2015.

The responses were interpreted using the rating scale below.

Table 1 Rating and Verbal Interpretation

SCORE	LEVEL OF PROFICIENCY
8 – 10	Independent
5 – 7	Instructional
0 – 4	Frustration

STATISTICAL TOOLS

1. Percentage was used to determine the reading comprehension level of the Grade 7 students.

Formula for reading comprehension level

$$C: \frac{\text{No. of CA (correct answer)}}{\text{No of Q (question/passage)}} = \underline{\hspace{2cm}} \times 100\% = \% \text{ correct}$$

Where;
C = Comprehension
CA = Correct Answer
Q = Question

2. T-test was used to determine the significant difference with the reading comprehension of the Grade 7 students before and after the implementation of DRTA.

$$T = \frac{\sum d}{\sqrt{\frac{N(\sum d2) - (\sum d)2}{n-1}}}$$

Where:

t	- t-value
$\sum d$	- sum differences between pre-test and post-test
$\sum d$	- sum of squared differences between pre-test and post-test
n	- total number of paired scores

RESULTS AND DISCUSSIONS

Table 2 Level Of Reading Comprehension Of The Grade 7 Students Before The Implementation Of DRTA

LEVEL OF PROFICIENCY	FREQUENCY			PERCENT
	M	F	TOTAL	
Independent (8-10)	4	5	9	23
Instructional (5-7)	5	6	11	28
Frustration (0-4)	11	8	19	49
TOTAL	20	19	39	100

The table shows the results of pre-test on reading test conducted by teacher two weeks after the opening of the class. It can be seen that nineteen or forty-nine percent of the student-respondents were on Frustration level, eleven (11) or twenty-eight were on Instructional level, and nine (9) or twenty-three (23) were on Independent level.

Table 3 Level Of Reading Comprehension Of The Grade 7 Students After The Implementation Of DRTA

LEVEL OF PROFICIENCY	FREQUENCY			PERCENT
	M	F	TOTAL	
Independent (8-10)	6	8	14	36
Instructional (5-7)	8	7	15	38
Frustration (0-4)	6	4	10	26
TOTAL	20	19	39	100

The table above shows the results of post on reading test conducted by the teacher after discussing the stories. It can be concluded that fifteen (15) or thirty-eight (38) percent were on Frustration Level, fourteen (14) or thirty-six percent were on Independent Level and ten (10) or twenty-six percent were on Frustration Level.

Table 4 Significant Difference with The Level Of Reading Comprehension Before And After The Implementation Of DRTA

LEVEL OF PROFICIENC	FREQUENCY						PERCENT		VARIATIO NIN PERCENT AGE	MEAN DIFFERENCE	
	BEFORE			AFTER			BEFOR E	AFTER		BEFO RE	AFTE R
	M	F	TOT AL	M	F	TOTA L					
Independent (8-10)	4	5	9	6	8	14			13		
							23	36			
Instructional (5-7)	5	6	11	8	7	15	28	38	10	5.56	8.69
Frustration (0-4)	11	8	19	6	4	10	49	26	-23		
TOTAL	20	19	39	2 0	1 9	39	100	100			

The table shows the difference and results before and after the implementation of intervention program/ reading remedial strategy focusing on the improvement of the reading comprehension level of the selected Grade 7 using the Directed Reading Thinking Activity (DRTA). Before nineteen (19) or 49% of the student-respondents were on the Frustration Level, eleven (11) or 28% of the student-respondents were on Instructional Level and nine (9) or 23% of the student-respondents were on Independent Level. After the strategy/ intervention was implemented only ten (10)or 26 % of the student-respondents were on the Frustration Level, fifteen (15) or 38% of the student-respondents were on Frustration Level, and fourteen(14) or 38% were on Independent Level.

It can be concluded based on the statistical computation above, the researcher claimed that DRTA helped them comprehend or improved their reading comprehension level.

CONCLUSIONS

With the findings discussed in this action research, the following conclusions were drawn:

(1) Majority of the selected Grade 7 students were on Frustration Level;

(2) That the selected Grade 7 students showed improvement in reading comprehension test after the implementation of DRTA.

(3) DRTA as a remedial reading strategy helped the students improved their performance on the suggested topics above.

(4) DRTA as a remedial reading strategy was found effective as shown by the significant difference in the pre-test and posttest scores of the grade 7 students in the reading comprehension test.

RECOMMENDATION

The result of this action research directed the researcher to recommend the administration of reading comprehension test to student-applicants before they enroll. Result of test should be used in addressing the students' needs in English particularly in Reading . It is also suggested that DRTA should be continuously utilized as one of the reading strategies in all sections in Grade 7 not only for the Grade 7 but also in Grade 8, Grade 9, and Grade 10.

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CONTRIBUTION CLASS INDUSTRIES (2W-SUZUKI CLASS) IN PREPARING A HIGHLY COMPETENT HUMAN RESOURCES IN VOCATIONAL HIGH SCHOOL IN EAST JAVA

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ABSTRAK

Efforts to improve the quality of human resources mandated by the Strategic Plan of the Ministry of National Education in 2020, especially in the field of quality of Vocational Education. The level of absorption of labor by the industry is still considered very low. The world of education in Indonesia still needs a lot of attention, both from government and private sources, with the quality of education is better, Indonesia hopes to have a bright future will be even greater. Overcoming it, education should actively collaborate with the industry. One form of cooperation between the worlds of vocational secondary school education with the world of work is integrated partnership program. As a form of concern for the world of education, PT. Suzuki Indomobil Sales have long cooperation programs improve the quality of vocational high school graduates include 14 representatives of School Patronage Suzuki. The method used in this study is the case study method approach to evaluation research. Sampling/informant in this research is purposive. The research was conducted on R2-Suzuki Class (2W- Suzuki Class) in East Java. The results of this study disclosing that: 1) the average results of national examinations (NUN) R2-SuzukiClass (2W- Suzuki Class) higher (74.60) compared to the Regular Class, 2) vocational competency exam results (UKK) R2-Suzuki class (2W-Suzuki Class) was higher (88.81) compared to the Regular Class, and 3) the percentage of absorption of graduates R2-Suzuki Class (2W-Suzuki Class) in the world of industry/world of work is higher (73.42%) compared to the Regular Classroom vocational high School.

Keywords: *industrial grade, human resources, vocational education, vocational students*

The 21st century is now a period characterized by the advent of the era of globalization. The phenomenon of globalization is a new era of human civilization where there is a rapid change in many areas of life. Science and technology are developing very rapidly, supported by the transformation of information such that the resulting change in the pattern of human life. Government preparedness in the face of globalization needs to gain the support of various fields but especially education. Strategies of Human Resources (HR) needs to be carefully prepared in order to be able to produce output that is able to compete at world level (Dharma S, 2013).

In pace with the quality of the human resources we have today, we are also confronted to have to struggle to deal with global competition that has begun intense. If we are not able to compete it will be eliminated by itself. National Education in Indonesia organized through formal, non-formal and informal a hope for the improvement of human resources. In 2003, the Declaration of ASEAN Concord II, ASEAN leaders agreed to establish an ASEAN community or society in 2020 consisting of three pillars, namely the ASEAN Political-Security Community, ASEAN Economic Community and ASEAN Socio-Cultural Community. Then in 2007, they decided to speed up the creation of the AEC / AEC in 2015. Where to ASEAN leaders agreed that regional economic integration process accelerated by Blueprint (blueprint) ASEAN Economic Community in 2007 to be in the shape of the ASEAN Economic Community (AEC) 2015.

Human resources (HR) so be very important in an organization / company to face the competition. If the actual observed SDM Indonesia is not yet fully prepared for the ASEAN Economic Community (AEC) in 2015. It became a chore for the government and relevant agencies in promoting and improving the quality of Indonesian human resource competencies in order to compete with human resources from other ASEAN countries. Efforts to boost productivity is not just the responsibility of government alone but the participation of relevant institutions and the private sector is very important and this is an agenda that must be executed. HR so that Indonesia will be able

to compete with human resources from other ASEAN countries. This is a big agenda to improve the quality and productivity of the economy in general, especially productivity in better technical competence.

By having the ability in a particular field or have the ability to more than one, then the youth, especially graduates of vocational schools (SMK) will be able to face the ASEAN Economic Community. In addition to the hard skills of the youth must also have soft skills high. Hard skills and soft skills are the two components that cannot be separated. However, from the few studies that have been conducted each skill will be different portions in determining a person's success. Soft skills around 80% and the remaining 20% by the hard skills, because a person's success is not determined solely by knowledge and technical abilities (hard skills), but rather by the ability to manage themselves and others (soft skills). Hard skill is mastery of science, technology, and technical skills related to the field of science are studied. While the soft skills of a person skilled in dealing with others (interpersonal skills) and skills in organizing itself (intra-personal skills) who are able to develop to work optimally.

Furthermore, one of the forms of cooperation between the world of vocational education with the world of work is a collaborative program. The world of education in Indonesia still needs a lot of attention, both from government and private sources. With the quality of education is better, Indonesia hopes to have a bright future will be even greater. As a form of concern for the world of education, PT. Suzuki Indomobil Sales have long cooperation program to improve the quality of vocational graduates include 14 representatives of School Patronage Suzuki. Representatives of 14 schools Patronage Suzuki came from Greater Jakarta, Bandung, Yogyakarta, Solo, Malang, Ponorogo, and Makassar. As for the total beneficiaries of donations as much as 61 schools. Suzuki R2 class cooperation program in East Java until recently had never done a thorough evaluation. Taking into account the suitability of the curriculum is implemented as well as absorption of graduates in the industrialized world, a thorough evaluation of the program in order to illustrate the effectiveness and usefulness of the cooperation program with the industrial world.

Research methods

This research is categorized as research evaluation using case studies (case studies). The case study aims to make an accurate interpretation of the characteristics of the object under study. Opinions Creswell (2010) that a case study focuses attention on programs, events, or activities involving individuals. Further,Creswell found because of the types of qualitative case studies have limited the size of the case. While the opinion of Tellis (2009) that the right applied to the case study evaluation research because it can reveal quantitative data and qualitative data is a source of information on the programs studied.

The research was conducted on Class R2 Suzuki (Suzuki Class W2) in SMK PGRI 3 Malang and SMK PGRI 2 Ponorogo. The rationale for establishing this school is because the school program has been implemented Competency Based Training (CBT) in Class R2 Suzuki (Suzuki 2W Class), both a vocational school in East Java that implement the program. Sampling / informants in this study undertaken purposively, which is based on the intent of the study. Criteria for selection of informants among others: 1). Principal, Vice Principal and Head of Program; 2). Teachers productive; 3). Instructors in the guiding industry training to students; 4). Third-grade students who have followed the practice of Industry (prakerin). Evaluation model used in this study is the CIPP evaluation model. CIPP evaluation model is the evaluation model consists of four components, namely the evaluation of Context, Input, Process, and Product (CIPP).

In order to reveal the effectiveness of the HR Competency Enhancement program products in Class R2 Suzuki (Suzuki 2W Class) at SMK use and analysis of documents has become a questionnaire to students. Analysis of documents has become a test which collects documents has become national exam results, and the test of competence, as well as the absorption finding graduates in the working world.

Table 1 includes the output and outcome indicators for outcome

(Product)	1. Output at high category include:
	2. The average value of the results of the national exams (UN) Class Suzuki (Suzuki 2W Class) higher than Regular classes; and at least 50% of graduates in vocational 2W Class Suzuki gained value>

7.00.

3. The average value of vocational competency exam results (UKK) Class Suzuki (Suzuki 2W Class) is higher than the regular classroom; and at least 90% of graduates in vocational 2W Class Suzuki gained value> 7.00.

4. Certificates of competence obtained from DUDI Class Suzuki (Suzuki 2W Class) more than SMK Regular classes.

5. Outcome in high category include:

6. The speed class graduates seeking employment Suzuki (Suzuki 2W Class) on DUDI at least 80% of the number of graduates who pass the competency test in accordance with vocational Motorcycles technical expertise, and with a grace period of waiting three months, as well as earning the minimum wage of regional (UMR).

7. Percentage of graduates find work in the

pace Class Suzuki (Suzuki 2W Class) on DUDI SMK more than regular classes.

Qualitative data analysis was done four stages: data collection, data reduction, data display and conclusion (Miles and Huberman, 1992). While quantitative data were analyzed using descriptive analysis.

Result and Discussion

The results of data collection to the National Examination and Class Suzuki Regular classes differ average value. Data were analyzed from the value of the UN in 2010 to the value of the UN in 2016. Every year changes, ie raising and decline. This brought the results of the analysis and processing of the average value of the UN in 2010 through 2016.
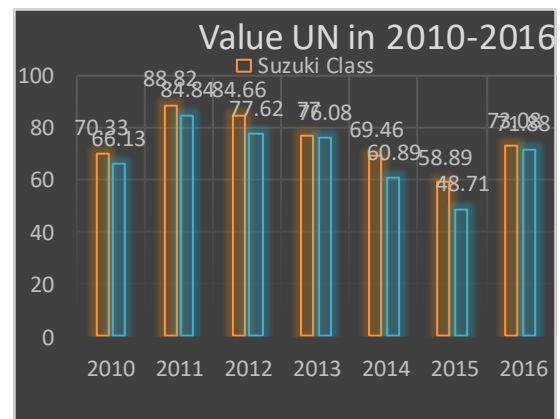
Figure 1 the average value of the UN regular classes and class Suzuki

In the Fig. 1 can be explained that in the second class (Suzuki classes and regular classes) experienced a slight decline compared annually. Decrease not significant, because of only a few values only. When viewed from the difference in the average value of the two classes, Suzuki has an average value higher than the regular classes.

In Fig. 2 presented the results of data collection from the value of Vocational Competency Exam (UKK) on Suzuki classes and regular classes are quite different. The difference to lookat the average value of 2010 through 2016.
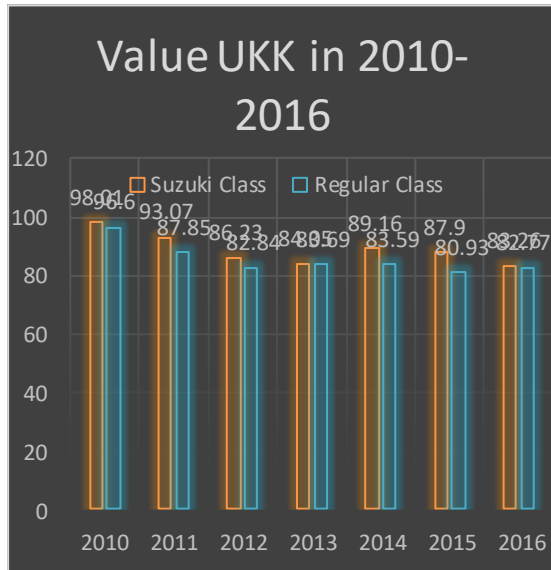
Figure 2 Average value UKK regular classes and class Suzuki

Based on the Fig. 2 can be explained that the Suzuki classes and regular classes are different average value UKK. In class Suzuki, the average value of UKK years 2010-2016 is higher than the value of the UKK in regular classes. It can be seen from a comparison of the average value UKK Suzuki and regular class that changes every year.

Speed to get a job Regular Classes and Class Suzuki

Data from the analysis of the level of absorption of students (Suzuki classes and regular classes) from 2014 until 2016 underwent significant changes. Of each class, the level of absorption of different students every year. Speed to get a jobstudents in each class (Suzuki classes and regular classes) are at work 'employee'. Employees referred to here, is any kind of job outside entrepreneurs, college, and the job search process.

Figure 3 speed to get a job Students in 2014

In 2014, Suzuki class speed to get a job vocational students and vocational students regular classes found to be very different. In the Suzuki class, the number of students accepted into personnel by 82.1%, entrepreneurs 7,2%, 10.7% college, and who is doing the job search process amounted to 0%. In the regular classroom, the students who got a job as an employee of 58,9%; entrepreneurs 2.1%; lecture 3.2%; and in the job search process by 35.8%.
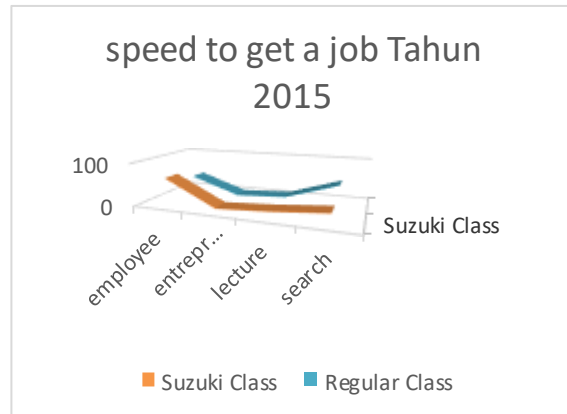
Figure 4 speed to get a job Students in 2015

In 2015, Suzuki class speed to get a job vocational students and vocational students regular classes found to be very different. In the Suzuki class, the number of students accepted into personnel by 62.9%, entrepreneurs 3.7%, 11.1% college, and who is doing the job search process by 22.2%. In the regular classroom, the students who got a job as an employee of 41.2%; entrepreneurs 1.5%; lecture 8.8%; and in the job, search process by 48.5%.
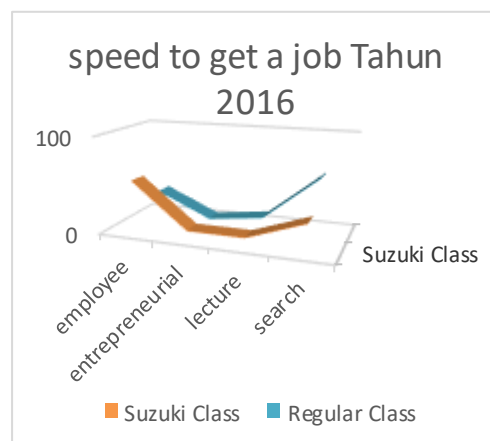
Figure 5 speed to get a job Students in 2016

In 2016, Suzuki class speed to get a job vocational students and vocational students regular classes found to be very different. In class Suzuki,

the number of students accepted to be an employee by 54.2%, entrepreneurs 8,3%, tuition 8.3%, and who is doing the job search process by 29.2%. In the regular classroom, the students who got a job as an employee of 28.4%; entrepreneurs 3.0%; lecture 10.5%; and in the job, search process by 58.2.

Based on the results of the research, it was found that the data between Suzuki classes and regular classes there is a difference phenomenon significant value. The difference can be observed from the results of the National Exam (UN) different students between classes and regular classes Suzuki. In Suzuki class, a value higher than the UN Regular classes. It was corroborated by the data discussed in the previous chapter. From 2010 to 2016, the value of the Suzuki class experience consistency with the average value is always on top of the regular classroom. The average value of UN grade Suzuki of 74.6% and 69.5% regular class. It can be concluded that the value of the class Suzuki is greater than the average value of regular classes. Other data explained that the average value of Vocational Competency Exam (UKK) Suzuki grade students still higher than regular classes. The average grade class UKK Suzuki at 88.81% and amounted to 85.6% regular class. The data is presented every year from 2010 until 2016. In addition, the absorption rate of students in the class Suzuki is also much higher than regular classes. It is presented in the Fig.6 below:
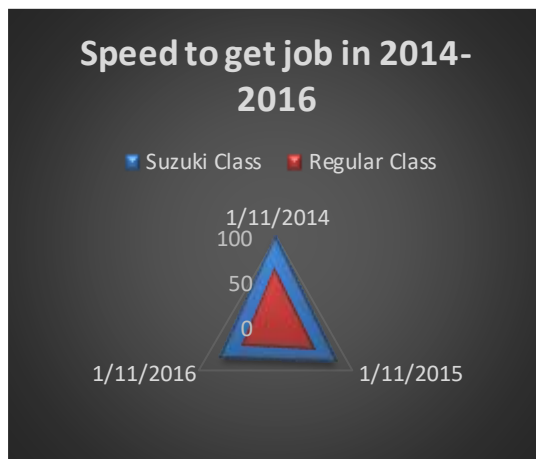
Figure 6 Summary of speed to get a job students Year 2010-2016

Suzuki cooperation class program is a model that combines the provision of education as a whole and integrated learning activities of students in schools with the mastery of vocational skills through working directly in the field of employment. The method was implemented in order to achieve improved quality vocational relevance of education to the labor needs. Conformity is meant is that competencies acquired by students in schools are the competencies needed in the industrialized world. Industry must also play an active role in delivering the technology advancements to the school to enable the synchronization between the industrial world with the world of education. The dual system of education policy operationalized in the form of implementation of the program of cooperation Suzuki class.

Results were also supported by previous research. Research previously conducted by Nurudin (2013) on the implementation of the curriculum to meet the needs of business and industry. The implications of this research schools should partner with and complementary infrastructure DUDI TKR practice and DUDI parties should be involved, from planning, organizing, implementation and evaluation of educational activities. Subsequent research ever conducted Soeryanto (2009) evaluation studies on vocational program implementation PBK automotive mechanic in Surabaya. The study uses a model CIPP. The implication of this research is the development of PBK in the vocational program may be continued, because in line with achieving the objectives of the program to equip the job competencies in line with requirements by DUDI.

Conclusion

The results of this study disclosing that:
1) the average results of national examinations (NUN) R2-Suzuki Class (2W- Suzuki Class) higher (74.60) compared to the Regular Class,
2) vocational competency exam results (UKK) R2-Suzuki class (2W-Suzuki Class) was higher (88.81) compared to the Regular Class, and
3) the percentage of absorption of graduates R2-Suzuki Class (2W-Suzuki Class) in the world of industry/world of work is higher (73.42%) compared to the Regular Classroom vocational high School.

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MYSTERIOUS HOUSE AS A MEDIA OF DEVELOPING LANGUAGE ABILITY IN EARLY AGE CHILD

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ABSTRACT

Early age child is the one in 0-6 year age experiencing important times in his/her development usually called golden period. For that reason, this golden period needs appropriate stimuli to help developing all aspects of child ability development optimally, one of which is language ability aspect. From the result of observation on TK PKK Bandulan of Malang city, it could be seen that learning media used for language learning constituted blackboard and story book only. The objective of this research development was to produce a Mysterious House game to be language learning media for B group of kindergarten children. This mysterious house was expected to be an interactive game between teachers and children in language learning in Kindergarten.

Keywords: game, mysterious house, language, early age children.

Early age is an initial time of child's physical-motor, cognitive, language, social-emotional, art, moral, and religion value ability development. Parent and teacher increasingly understand that early age is the one in which child will experience rapid growth and development. Montessori (in Sujiono, 2009: 2) stated that "in the interval of birth-to-six year age, child experiences golden years constituting important or sensitive period for all potentials the child has to receive a variety of stimuli". For that reason, in developing all of child's potentials, conducive environment is required in order to explore his/her potential.

One aspect developing and requiring special attention is language one. Language is a series of sounds symbolizing human's thinking, feeling, and attitude. In its use, the symbol of sound creates words, groups of words, clauses, and sentences. So the language norm includes sound norm, word form, clause, and sentence. The primary function of language is to be communication means, either spoken or written.

Pujiyanto (2014: 26) stated that child cannot be apart from three socialization processes: (1) learning social behavior, in this case for the children to live within society, they should recognize acceptable behaviors, adapt to the acceptable standard, (2) contributing socially, in which any social group has habit pattern determined appropriately by its members and needs to be complied with, and (3) developing social attitude, in which children are required to be able to live within society and to made good intimate relationship, and to love others and social activity. If they can do it, they would be acceptable as members of social group in the place where they are.

Dhieni (2012: 1.3) suggested that "language is a symbol system to communicate with others, including creativity and rule system". Language aspect is one aspect of child development requiring attention, because the primary function of language to children is to communicate with others. Child's language ability cannot be mastered automatically, but through active communication with others and good and correct language use will be able to stimulate the child's language development. It may occur quickly and easily when children receive or learn language from the environment where they live.

There are many ways of developing child' language ability, one of which is through playing activity. Montolalu (2005: 1.3) suggested "one of learning approaches in kindergarten is learning while playing and playing while learning". It can be summarized that learning process in early age cannot be apart from playing activity, because the child's world is playing world. In playing, child can receive a variety of stimuli that in addition to make him/her enjoy will increase his/her knowledge. The child acquires knowledge through playing by means of observing, listening to, touching and feeling in any playing activity.

Playing is a spontaneous natural activity with or without using joyful means to child, while game is playing with rule. A good game is the one aiming to develop all of aspects existing inside child in order to be a good person and to make the child pleasant. Triharso (2013: 11) argued that pre-school child in 4-6 year age like challenging game requiring much muscle movement like scratching, reading, and etc, and using many tools in his/her

activities such as geometric blocks, plasticin, and etc. Because teaching-learning activity to develop child's language ability is very important, teaching-learning activity should be attempts using an interesting and joyful playing activity.

Mysterious-house game is one playing activity used particularly in developing the child's language ability. This game uses miniature house box, on the wall of which there are windows on which letter cards having the same letter card couple on each of its sides are put. The window element can be opened and animal imitating models are put in it. The components of mysterious house game are made as attractively as possible using various colors. This game is expected to be done easily, joyfully and securely by the children. In addition to developing language ability, mysterious house game also develops physical-motor, cognitive, and social-emotional abilities of child.

METHOD

This research was conducted in TK PKK Bandulan (PKK Bandulan Kindergarten) of Malang City. The implementation of mysterious house game in language ability of the B group children in TK PKK Bandulan of Malang city employed Research and Development. Sugiyono (2011: 297) stated that research and development is a research method used to produce certain product, and to test the effectiveness of such the product. The author employed Borg and Gall's research and development model encompassing ten steps based on Ardhana's opinion (2002: 9) that any developer can certainly select and determine the most appropriate steps based on special condition encountered and modify the known steps based on the best consideration. Because the trial research and development of letter dice game was conducted with one school consisting of 42 students as the students, the author only employed the first to the seventh steps, while the eighth to the tenth were not used.

Those steps were: (1) conducting research and gathering information on teacher and students in TK PKK Bandulan Malang, (2) designing mysterious house game development product, followed with evaluation by linguist, early age child learning expert, and game expert, (3) developing prior product (prototype) through the process of expert evaluation on product design, (4) conducting small scale trial on 6 students of B group in TK PKK Bandulan Malang, (5) revising the prototype based on the result of small-scale trial, (6) conducting field (large-scale) trial in TK PKK Bandulan Malang,

by employing 30 students as the subject, and (7) revising the product based on the result of field (large-scale) trial.

Techniques of analyzing data used in this research and development and expert evaluation for the trial were qualitative and quantitative analysis in the form of percentage. Qualitative analysis was used to analyze data collection from the experts using qualitative data. Data was obtained from linguist, early age child learning expert, and game expect in the form of recommendation and input used to revise the product design. Quantitative analysis in the form of percentage was used to display the result of data collection into percentage in preliminary research (the need analysis by experts), results of small-scale and large-scale trials.

RESULT AND DISCUSSION

Teaching-learning activity in TK PKK Bandulan of Malang City used classical learning system. Teaching-learning activity was conducted in the classroom, but it seemed to be monotonous because the method employed tended to rely on one-way interaction only. Therefore, there should be a research conducted with students of group B in TK PKK Bandulan of Malang City through observation, finding that: (1) everyday the children form a line in front of the classroom before entering the classroom; (2) children were accustomed with entering the classroom orderly after forming line, and then greeting and praying, (3) in initial activity, teacher used debriefing and storytelling methods to introduce theme and subtheme today, (4) in addition to those method, teacher invited the children to sing some songs in the attempt of developing their language ability, (5) in main activity, teacher only used blackboard and pictorial story books or Child Worksheet in teaching-learning activity, (6) the learning position of children was only sitting down on their own chair, (7) children seemed to be less interested in their learning activity because the method used only relied on one-way interaction, and (8) children had playing opportunity only during break time. The result of interview with a teacher of TK PKK Bandulan of Malang City stated that playing activity to develop child' language ability with mysterious house game had never been conducted at that school, and the teacher agreed with the development of mysterious house game tool there.

The product developed in this research and development was Mysterious House game tool that could improve the early age child's language ability to enable them to express their idea (thought) through simple language appropriately, to communicate effectively and to generate their interest in using language well. Language

development was directed to enable the children to use and to express their thought with words.

The game was conducted by means of: (1) telling the child to take the cards randomly; (2) after taking the card, the child were told to read the letter existing on their letter card; (3) child matched the letter card to the letter existing in "Mysterious House"; (4) then child opened the window on "Mysterious House"; (5) an animal would emerge to be guessed by children. Let the child takes the animal they saw; (6) invite the child to tell about the animal they held, for example What is it? What is its color? How many legs does it have? What is its food? Where is it live? And etc. After storytelling, give his/her friends an opportunity of questioning.

Figure: Children Activity in Utilizing Mysterious House Game

The procedure of mysterious house game development was as follows. In preliminary activity: (1) Teacher and children were praying, then greeting, (2) Teacher and children sang some songs while calling the name of students for finding out their presence, (3) teacher debriefed the children about theme and subtheme today, (4) teacher prepared the game tools to be used in mysterious house game. Then in main activity, (1) teacher introduced the game tool to be used in mysterious house game one-by-one, (2) teacher first exemplified the children about how to run the mysterious house game, (3) children ran the mysterious house game activity. In closing activity: (1) the activity conducted along the day was discussed, (2) moral message, (3) teacher and children sang *sayonara* song while clapping, (4) praying, greeting, and coming home.

The result of development, based on quantitative data analysis, showed 90% from linguist, 86% from early age child learning expert, 88% from game expert, with total result of 88%. It could be said that mysterious house game belonged to valid (feasible) category to develop the child's language ability in B group.

The result of small-scale trial on prototype of Mysterious House game was obtained from the result of observation related to child's convenience, enjoyment and security aspects in letter dice game activity conducted by classroom teacher with 6 children of B group of TK PKK Bandulan Malang as the subjects, with the following gained percentages: (1) 90% children ran the game easily, (2) 95% children ran the game joyfully, and (3) 100% children ran the game securely. Meanwhile, the field (large-scale) trial was conducted with 30 children of B group as the subjects, with the following gained percentages: (1) 95% children ran the game easily, (2) 95% children ran the game joyfully, and (3) 100% children ran the game securely. Considering the data of trial result above, it could be concluded that mysterious house game could be used in developing language ability of B group-children.

CONCLUSION

Mysterious house game fulfilled one of principles in playing activity as suggested by Triharso (2013: 11) that pre-school children in 4-6 year age love challenging game that moves much of their muscles like scratching, reading, and etc, and used such tools as geometric blocks, plasticin and etc. in their activity.

Such this game using mysterious house game tool in the form of miniature animal house is similar to the one used in snake and ladder game. Husna (2009: 145) suggested that in snake-and-ladder game, the dice used was the one, each side of which has one to six dots representing numbers 1 to 6. It was played by throwing up the dice, calculating the number of dots on the dice, and moving the pawn, in which this activity developed the child's cognitive ability better. Meanwhile, in this mysterious house game, the dice was replaced with letter card with one different letter on each of

sides. It was played by means of looking for the couple of letter card posted on the window of mysterious house within which the models of animal types were contained, and the activity series in the game developed the child's language ability better.

This development product had passed through a sufficiently long process. This process started with preliminary research, product designing and finished product requiring some revision from the experts (one linguist, one early age child learning expert and one game expert) to get maximum product, small-scale trial, and field (large-scale trial).

RECOMMENDATION

The product of "Mysterious House Game Tool" product could be used to develop the language ability of B-group children but its utilization should take situation, age, and child developmental level into account so that it can be used in A-group Kindergarten and beginning class of elementary school. This product was intended to B group of TK PKK Bandulan of Malang City, but this product could be used in other schools corresponding to the material presented, and could be applied to the lower class by adapting the difficulty level to the child's developmental level. Before distributed, this product should be reevaluated and adapted to the target situation and condition. It should be socialized first as well to those related such as Education Service, GOPTKI, IGTKI, HIMPAUDI, and other schools surrounding to get recognition and license for the application of mysterious house game tool.

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THE READINESS OF INDONESIA IN DEALING THE DISCOURSE FULL DAY SCHOOL AT THE ELEMENTARY SCHOOL

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ABSTRACT

This article is a review of the readiness of Indonesia in dealing the discourse full day school at the elementary education. This article is based on the controversial among the people of Indonesia. This controversial relates the Minister of Education idea's on the implementation of full day school system. This article will describe the full day school system and readiness of Indonesia in dealing the discourse full day school at the elementary education. Full day school system must be balanced with the factors of school support, among others: teacher's profesionalism, curriculum, facilities infrastructures, and the characteristics of education. In connection with that matter, if the Minister of Education and Culture will assign a full day school in Indonesia, the government needs to develop human resources and infrastructure of education in Indonesia

Keywords: *full day school, elementary school.*

Muhadjir Effendy, Indonesia Minister of Education and Culture in 2016, offers a new idealism in the term of education for Indonesia. This is dealing with the full day school implementatation in the elementary education, which is Elementary School. Full day school expected by Minister of Education and Culture does not literally mean studying inside the classroom during 07.00 am – 05.00 pm. "Full day school does not mean that students will study for the entire day in classrooms. Instead, it envisages participation in activities where in they receive character education. These will include extracurricular activities. We are currently studying the issue deeply" (Minister of Education and Culture Muhadjir Effendy on Abdussalam, 2016). According to a statement coming from Minister of Education and Culture, it can be drawn a conclusion that there are character building and extracurricular activities besides studying at class.

There are some underlying points on why Minister of Education and Culture on The team of Kompas redaction (2016) conducts full day school system in Indonesia: (1) Subject additional time. Students will not get such a boring subject. Of the extracurricular taught, hopefully, it can be inserted 18 characters while teaching to students, they are the character of honesty, tolerancy, discipline, upto nationality. (2) Relationship between children and parents. Generally, schools in Indonesia make the same standard schedule where students go home at 01.00 pm. In another side, parents in metropolitan society go to work up to 05.00 pm. (3) Alternative way for teacher. This program may also helpful teacher. It gives additional teaching hours for 24 hours each week. This is one of requirements to get a teacher certification.

It is undeniable part where pros and cons towards a thing will automatically appear in society. Here is a statement coming from one of people in society who disagrees of the full day school implemetation: "It has received both praises and harsh criticisms, including an online rejection petition with more than 41,000 supporters as of 15 August", Kosasih (2016). There have been some parents who support this idea as well, like Mrs. Darwinah. Through The team of Jakarta Post redaction (2016), she said that this idea was good, particularly for parents in low-income life condition. They did not need to take their children to any course places (outside school) anymore.

Based on those controversions appear in society, the writer will show off a description about the readiness of Indonesia in dealing the discourse full day school at the elementary school. This article will describe the overall full day school system and Indonesia readiness towards it.

DISCUSSSION
Full day school

Full day school, according to Syaehotin (2013) is an educational system that implements teaching learning process for one-day-full, which

first, initiated by certain knowledge, ritual, and Islamic tradition, but then it is blended with general science. A number of schools in Indonesia has actually implemented that system far before Minister of Education and Culture stated it. Those schools are commonly religion-based-school or international-based-school. Meanwhile, in Malang, a school that starts to apply full day school is Islamic School Sabililah.

Full Day School stated by Minister of Education and Culture does not literally mean students follow the teaching-learning process for one-day-full started from 07.00 am to 05.00 pm, yet the program intended is a school maintaining the formal teaching-learning process for half-day, then it is followed-up by extracurricular activity (Minister of Education and Culture on Amrullah, 2016). Minister of Education and Culture stated that in general time, students could learn academic subjects such as Mathematics, Science, and other subjects. Then, students' chance to have an extracurricular such as activities dealing with sports and religion that involves them in positive learning circumstances could be undertaken in the additional time after the formal-time done (Minister of Education and Culture on Mutohar 2016).

In this case, it can be drawn a conclusion that full day school whose Minister of Education and Culture wants to implement in Indonesia is a school in which the activity is officially started from 07.00 am to 05.00 pm where formal learning conducted half day and the rest will be in the form of outside classroom activity, which is extracurricular.

There are tips for parents to adaptation during transision period of time to full day school system. According to Efird (2012), parents with children in the first time following full day school system should: 1) Get children used to live discipline, do not go to bed too late and wake up in early morning to get fresh perform to school; 2) Make sure children's lunch at school before they go to school in the morning; 3) Give children enough time for having breakfast; 4) Create funny circumstance at home; 5) Choose the suitable time to ask about their activities at school, when either have a relax or bed-time.

In other countries, full day school system has been implemented since students are in the level of kindergarten. The research result conducted by Dominic (2000) indicated that children who were in a full-day kindergarten program scored significantly higher on both math and reading on a standardized

achievement test. This was supported by the research result by Robin et al (2006) showed that children studied in full-day-school had a significant progress in test score compared to children with half-day-school.

Full day school can increase physical activity for children. In the opinions of Long et al (2013) it's commonly suggested to prevent obesity and improve overall child health. Children can move during the school and not use the time for lazing.

The implementation of full day school should be supported by the improvement of teacher's professionalism. Based on the research conducted by Saiti and Saitis (2007), teachers who were recommended to work in full day school program might be trained and trusted. This was aimed to make the teacher got easier to deal with the changing of academic, social, and technology around school.

By students' additional learning time at school, it can improve students' ability in the fields of Mathematics, Science, and Language learning comprehension. This statement is supported by the research result conducted by Gabrieli & Goldstein (2008) in Massachusetts stated a research in Massachusetts showed that the additional time about 2 hours given at school was able to improve students' ability in Mathematics about 44%, Science about 19%, and Language about 39%.

The Readiness of Elementary School to Prepare Full Day School

The Vice President of Indonesia agrees with full day school, but first, it needs to be examined to some certain schools and see how it works and its achievement before it officially implements to all of schools in Indonesia (Vice President on ACDP Indonesia, 2016). Through the first training, it is aimed to achieve a full day school program which is completely ready to implement to all Indonesian schools with no exception and it is soon known the weaknesses points. Therefore when it is implemented, schools can use it optimally according to the purpose of education expected by nation.

According to an interview conducted naturalistically with a number of parents at one of schools in Malang which was held on October 25th, 2016, the implementation of full day school would be tiring for students due to the long duration they spent at school. Yet, huge number of parents kept standing on this new program since students got free day on Saturday, therefore, it could be their family time. Besides, from students' point of view, they would not get any burdening tasks.

Meanwhile, for parents, they have a lot of time to accomplish houseworks such as cooking, cleaning home, etc.

Based on any opinion coming from parents, the implementation of full day school should be supported by the school readiness. School needs to prepare any tools to support the extracurricular. Moreover, school ought to think about students' break-time and lunch (whether catering, or canteen's readiness, or students' lunch brought by home)

Writers conducted an interview to a headmaster at a number of schools in Malang on October 25th, 2016. One of them is teacher at SDN P said that he tended to disagree with Minister of Education and Culture new program. Full Day School, however, begged readiness from both students, parents, and the school itself. Parents will be much more busy and burdened by preparing children's full day school program, for example making or arranging children's lunch, or giving additional money for them to school. Besides, students also burdened when they have another activity after school unless they do not.

It is different with teacher's opinion at School Q, R, and S in which teachers agree with the implementation of full day school as children's time will be much more useful. Furthermore, it is able to train students to be discipline. Besides, parents do not need to worry about their children who used to play outside after going home. Yet, it does give effects towards teachers and students where they have less time to either gather with family or do another activity because of the feeling of tired they got from one-day-full at school to home.

Based on interviews with 10 primary school students, there were eight students who supported full day school system. They supported it because they were bored in their home. They also felt glad because Saturday could play all day. They also began to think to bring a packed lunch. Meanwhile 2 children did not support, because they have to spend long time in school.

Conclusion

Some parents, teachers, and students agree with implementation of full day school. Because children's time will be much more useful, parents do not need to worry about their children who used to play outside after going home, Besides, from students' point of view, they would not get any burdening tasks. Yet, there are some weakness of full day school system (1) Parents will be much more busy and burdened by preparing children's full day school program, for example making or arranging children's lunch, or giving additional money for them to school. (2) Students also burdened when they have another activity after school unless they do not. (3) Teachers and students where they have less time to either gather with family or do another activity because of the feeling of tired they got from one-day-full at school to home.

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DISCOURSE ANALYSIS OF A TRADITIONAL SONG LYRIC ENTITLED "BENGAWAN SOLO"

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ABSTRACT

This paper aimed at analyzing a Traditional Song Lyric Entitled " Bengawan Solo", in spite of being an amusement work, is often used to foreground a particular ideology. The study aims to find out whether the Javanese song lyric "Bengawan Solo", as the object of the study, has certain ideological commonsense and power relation between the participants involved in the lyric. It focuses on its textual surface of discourse or descriptive and interpretative stages, as well as its explanative stage in terms of critical discourse analysis. The data of the study is from Radiohead's song entitled "Bengawan Solo". The procedure of collecting data are read and re-read and also listen to the song, analyze the words, and paraphrase the song based on the implicated meaning. The paper used the qualitative approach which means that the data were analyzed qualitatively. There are two kinds of data in this research: main data and secondary data. The main data was taken from Radiohead's song entitled "Bengawan Solo" and the secondary data were taken from the relevant sources from the internet. It was initially analyzed based on Martin's *theory of analyzing the discourse, and then to move deeper into the power that exists in both situation and cultural contexts which create the discourse, the theory of* Fairclough *was adopted. The findings showed that the lyric consists of many metaphorical expressions and 'dominate' and 'dominated' power relation were obviously noticeable. The results of the study suggest a deep pedagogical implication that it is important for people to understand the Javanese philosophical thought about the purpose of life.*

Keywords: L*yric, Traditional lyric, Critical discourse analysis, Ideological commonsense.*

Through language, people can express their ideas, wishes, thought, and desires. Language has to be learned and used in social community, method which the existence of language is beyond understanding (Ramelan, 1992 : 14). Language plays an important role in human life. With language, we can communicate and express our ideas, our feeling and also share information with other people. One way to communicate with language is by using music.

The word "music" was derived from Greek word "musike" taken from the name of God which led the world of art and science (Wiwik, 1997:413). The primary subject matters of music are feelings and sounds. These imply that the content of music is a revelation of feelings and sounds and that music gives us more sensitive understanding of them. According to Webster (1983:781) "music is the science of art ordering tones or sounds in succession, in combination and in temporal relationship to produce a composition having unity and continuity as well as rhythm, melody, and harmony as its elements". Greek philosophers and ancient Indian philosophers defined music as tones ordered horizontally as melodies and vertically as harmonies.

M. Stubbs' textbook (Stubbs 1983:1), discourse analysis is defined as:
a) Concerned with language *use* beyond the boundaries of a sentence/utterance,
b) Concerned with the interrelationships between language and society and
c) As concerned with the interactive or dialogic properties of everyday communication.

Discourse analysis is how texts relate to contexts of situation and context of culture, how texts are produced as a social practice, what texts tell us about happenings, what people think, believe etc, and how texts represent ideology (power struggle etc.)

In discourse, whether we realize it or not, we have learnt about pragmatics and speech act. Both of them are the two aspects or theory in discourse analysis that cannot be separated. They give influence each other. For example, if we want to say something politely, we have to consider the theory of speech act. And we also can say something using pragmatics theory especially in the social-relational aspects of and certain situation. So, pragmatics theory in discourse is at the basis of an interest in face and politeness phenomena. One entrance to the study of politeness phenomena can

indeed be built around the observation that language users often depart from the conditions of optimal information exchange because sometime we also can do the false statement when we want to say something to somebody.

The phenomenon of song lyric is so impressive which make people feel admiration because they are very interesting. The lyric has its own way to send the message to the reader. Brown (1993: 228) defined that discourse as everything from single spoken conversation to lengthy written text (article, book, and the like). Discourse is communicative event involving language in context. Discourse Analysis is the functional analysis of discourse. Discourse analysis in sometimes contracted with analysis, which focuses on the format properties of language (Rankema, 1993: 34). Discourse is language about the sentence that we may begin to expect exhibit a structure on the sentence, which is compression an expectation that may unwarranted.

In this study, the writers will focus on the implication meanings of the Radiohead's song lyric entitled "Bengawan Solo". "Bengawan Solo" is a famous Indonesian song about the Solo River, which flows through central and eastern Java, Indonesia and is that island's longest. The song describes the legendary river in a poetic and nostalgic way, that it is surrounded by mountains, its sources are near the city of Surakarta, that it ends in the sea, and that the merchants use it. Written in 1940 by Gesang Martohartono, it is in the local kroncong style, a popular folk style with influences from Portuguese. The Japanese, who occupied the country during World War II, brought "Bengawan Solo" home with them to Japan after the war. There, and in the rest of Asia and later worldwide, the song became very famous.

The song's widespread popularity began soon after its composition. Locally it is strongly associated with the war occupation and the society of the time. In 1940 Gesang, then a young, destitute and untrained musician, composed "Bengawan Solo" on a bamboo flute and began to sing it at local functions and gatherings in his hometown of Surakarta. It soon became well-known and liked among the local Japanese community; the song then achieved national acclaim after it was broadcast to a wider audience by radio stations. Its melodies appealed to the occupying Japanese soldiers and the non-Indonesian prisoners

(mainly Dutch civilians) in the internment camps.

PROBLEMS

There are many people who like to listen to this song, but they don't really know the true meaning of this song, especially in Indonesia. So the writer specifies the problem through the following question:

What is the message of the lyric song entitled "Bengawan Solo " by Radiohead?

OBJECTIVES

The writers hope that we are able to know the true meaning of this song, so we are not just able to sing it and listen to it, but they can also understand it. And also the writers would like a little bit to evaluate the use of some words or dictions that many of Indonesian people consider it as a rude word while, in fact, the words are not rude. It just the common language used by the native speaker to communicate in their daily live.

REVIEW OF THE RELATED LITERATURE

Before going to the material, first, the writers want to explain about the definition of text and discourse. To define and describe the scope of study of Text Linguistics and Discourse Analysis and to establish the differences between them both is not an easy task. Suffice it to say that the terms text and discourse are used in a variety of ways by different linguists and researchers: there is a considerable number of theoretical approaches to both Text Linguistics and Discourse Analysis and many of them belong to very different.

Text

Text might be said that the term of the text is restricted to written language. Modern linguistics has introduced the concept of text that includes every type of utterance. For examples, text may be a magazine article, a television interview, a conversation or a cooking recipe. Besides that, according to the De Beaugrande and Dressler (1981), text is defined as communicative events which have seven criteria; there are cohesion, coherence, intentionality, acceptability, informative, situational, and textual.

Discourse

The term of discourse is restricted to spoken language. Discourse is influenced by contexts of situation and context of culture, how texts are produced as a social practice, what texts tell us about happenings, what people think, believe etc, and how texts represent ideology (power struggle

etc). Discourse competence refers to the selection, sequencing, and arrangement of words, structures, and utterances to achieve a unified in spoken. This is where the top-down communicative intent and socio-cultural knowledge intersect with the lexical and grammatical resources to express message and attitudes and to create coherent texts.

Pragmatics

Pragmatics is a subfield of linguistics which studies the ways in which context contributes to meaning. Pragmatics encompasses speech act theory, conversational implicature, talk in interaction and other approaches to language behavior in philosophy, sociology, and linguistics. It studies how the transmission of meaning depends not only on the linguistic knowledge (e.g. grammar, lexicon etc.) of the speaker and listener, but also on the context of the utterance, knowledge about the status of those involved, the inferred intent of the speaker, and so on. In this respect, pragmatics explains how language users are able to overcome apparent ambiguity, since meaning relies on the manner, place, time etc. of an utterance. The ability to understand another speaker's intended meaning is called pragmatic competence. An utterance describing pragmatic function is described as meta pragmatic. Pragmatic awareness is regarded as one of the most challenging aspects of language learning, and comes only through experience. Pragmatics is the study of the aspects of meaning and language use that are dependent on the speaker, the addressee and other features of the context of utterance. This principle seeks to account for not only how participants decide what to do next in conversation, but also how interlocutors go about interpreting what the previous speaker has just done. This principle is the broken down into specific maxims: Quantity (say only as much as necessary), Quality (try to make your contribution one that is true), Relation (be relevant), and manner (be brief and avoid ambiguity). Pragmatics theory also was introduced in target language studies, such as socio-cultural knowledge and mental models.

Lyric

Lyrics (in singular form Lyric) are a set of words that make up a song. The writer of lyrics is a lyricist or lyrist. The meaning of lyrics can either be explicit or implicit. Some lyrics are abstract, almost unintelligible, and, in such cases, their explication emphasizes form, articulation, meter, and symmetry of expression. The lyricist of traditional musical forms such as Opera is known as a librettist.

Lyric derives from the Greek word lyrikos, meaning "singing to the lyre". The word lyric came to be used for the "words of a song"; this meaning was recorded in 1876. The common plural (perhaps because of the association between the plurals lyrics and words), predominates contemporary usage. Use of the singular form lyric remains grammatically acceptable, yet remains considered erroneous in referring to a singular song word as a lyric.

Lyrics can be studied from an academic perspective. For example, some lyrics can be considered a form of social commentary. Lyrics often contain political, social and economic themes as well as aesthetic elements, and so can connote messages which are culturally significant. These messages can either be explicit or implied through metaphor or symbolism.

4. METHOD OF THE STUDY

5.1 Research Approach

In conducting this study, the writer used the qualitative approach which means that the data were analyzed qualitatively. Berg (1989: 2) stated that "quality refers to the what, how, when, and where of a thing-its essence and ambience. Qualitative research thus refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and description of things." The data in this study is in the form of paraphrasing the song lyrics of "Bengawan Solo" by Radiohead.

Object of the Study

The data of the study is from Radiohead's song entitled "Bengawan Solo". Bengawan Solo is a famous song Indonesia. Many people sing this song to express "Bengawan Solo" was taken back to Japan by the returning soldiers, where it (with the lyrics translated to Japanese) gained great popularity after singers such as Toshi Matsuda released recorded versions of it which became best-sellers. The song has become almost synonymous with the perception of Indonesian music in Japan.

In 1991, a group of appreciative Japanese war veterans arranged for a statue of Martohartono to be erected in a park in Surakarta. Gesang himself was still resident in the city, now a nationally renowned figure. Several artistes have recorded "Bengawan Solo," among whom are Waljinah, Toshi Matsuda, Anneke Grönloh, Rebecca Pan, Frances Yip, P.Ramlee and Saloma. "Bengawan Solo" is a popular name given to restaurants and businesses, in recognition of the song.

SOURCES OF THE DATA

There are two kinds of data in this research: main data and secondary data. The main data was taken from Radiohead's song entitled "Bengawan Solo". The secondary data were taken from the relevant sources from the internet that may support the analysis and find the answer from the problems.

PROCEDURES OF COLLECTING DATA

The procedure of collecting the data in this study was divided into several steps:
In the first step, the writers will read and re-read and also listen to the song in order to get the meaning and the feeling. Next is analyzing the words which need to be explained to find the meaning. The data which had been analyzed will be drawn in the form of conclusion by paraphrasing the song based on the implicated meaning.

FINDINGS AND DISCUSSION

Material

"Bengawan Solo"
Bengawan Solo
Riwayatmu ini
Sedari dulu jadi...
Perhatian insani
Musim kemarau
Tak seberapa airmu
Dimusim hujan air..
Meluap sampai jauh
Mata airmu dari Solo
Terkurung gunung seribu
Air meluap sampai jauh
Dan akhirnya ke laut
Itu perahuRiwayatnya dulu
Kaum pedagang selalu...Naik itu perahu

Bengawan Solo. A song written by Mr. Gesang 1940 ago, a song that is still unknown, still sung, still talked. Flowing through your history away, up into the 21st century, to foreign countries. Why is that? Certainly not a coincidence, this song definitely has the power, without strength may not last so long, enduring difficult to forget.

Where is that power? *First* in the notes, in the song itself. Solo songs are very beautiful, but it is written in a simple, merely notes that the principal was there, so this song be sung in the style of pop and keroncong, made by adding voice choir 2, 3, 4 can also be. Thus all people can sing this song, from children to the elderly, and of course from our own country until

strangers, Japan and China though. Try just another song, for example LGM. Handkerchiefs or Kr. My Fatherland, not everyone can sing, much less made a chorus.

The third force is on meaningful poems, poems cursory Solo normal, but if we pay attention or not realize- no implied meaning behind implied. There is to be interpreted, does not flow away, these people do not get tired of repeating and repeating this song.

To see the power of the second and third last, let us refer to this song.

-Bengawan Solo Bengawan means big river, so the river Bengawan Solo has great meaning. Now, the question before this song, what is the name of this river Bengawan Solo? Do not tell me his name or Kali River Solo , Solo appears after the name of this song popular. If this assumption is correct, then Mr. Gesanglah who gave the name of this river.

-Bengawan Solo, Riwayatmu kini….
Said history or history, if we imply that this song would have a long history, until the turn of the century is still being discussed.

- Sedari dulu jadi...Perhatian insane
It was true, from the beginning until now Bengawan Solo a conversation many beings, many people, from the golden age in which the royal family excursion in this river, dam Elephant Mungkur, until about a flood that swept various cities lately.

- Musim kemarau, Tak seberapa airmu, Dimusim hujan air.. Meluap sampai jauh.
In the 40s, if the river is overflowing rain to much, maybe a few meters from the river mouth. That moment is still a lot of forests and trees around it. This should be a lesson that we should not arbitrarily cut down forests and plants in and around the river's upstream, or water will overflow even further, even up to several kilometers and soak the area in its path. In other words, the creator of this song reminds you know, a few tens of years ago, the importance of protecting the ecosystem around this Great river.

-Mata airmu dari Solo, Terkurung gunung seribu
If your water is written Eyes of Solo, from Thousand Mountains it is correct, it's headwaters in the area of Thousand Mountains. However, the wording makes caged mountain thousand and unconsciously we imagine there are a thousand mountains around the fountain of Bengawan Solo. Is not that great ?

-Air meluap sampai jauh, Dan akhirnya ke laut

Water flows from the Bengawan Solo Solo to Surabaya, indeed far. It's mediocre. But if we think may not have been to everyone Solo Surabaya, especially in the 40s, then people will speculate how long this river.

- Itu perahu Riwayatnya dulu,

Supposedly first in the Solo many boats to and fro, even the Surakarta palace has a special boat for a vacation in the Bengawan Solo.

-Kaum pedagang selalu...Naik itu perahu

The traders may now have rarely or no longer are using the Solo as a means of transportation. Bengawan Solo is not nearly as nice as first. Yes, when we hear or sing this song, our subconscious longing for the Solo as when the song was created. Is it possible? Bengawan Solo lovely and friendly, loved and adored merchant farmer, supported the travelers and popular for recreation. And certainly liked the singers.

CONCLUSIONS

The last chapter presents the important points from the whole discussion in the study. Besides, it also suggests some recommendation for the readers or listener.

Conclusion

The discussions from the previous chapters are summarized to accomplish the objectives of study. By doing analysis of implication meaning of the song, the writers find the Tenor of discourse from song lyrics which is being analyzed.

The writers find that the implicated meaning is not easy to understand. It needs to be analyzed in order to get the meaning. The information of the spoken language can be gotten from listening to the song which is recorded on a tape or any kind of media. Sometimes somebody tried to get information only by listening, although the recording also provided with the song book which contains the whole lyrics of the songs that tells to the reader the message given by the composer. They would find some difficulties when they tried to get the information without reading the lyric. That is the reason why the lyric of the song become such an important part in getting the information from the spoken language taken from the song.

SUGGESTIONS

Some recommendations in this section are addressed to the readers or listener, but especially to the English students in order that they can enhance the literary skills by doing discourse analysis. In addition, they can get a new point of view in appreciating news item text which gives contribution improving journalism discourse. The writers recommend that researchers who conduct the same issues get more thorough and unequivocal knowledge about discourse analysis.

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ISLAMIC BOARDING SCHOOL IN PSYCHOLOGICAL PERSPECTIVE

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ABSTRACT

Pesantren not only serves as an educational institution, but also served as an agent of change. The components in these changes include the position of clerics who have charisma, scientific culture which always requires idealism and ability to mobilize the masses to foster community participation. Community in this context including santri. Given the behavior of santri is very complex life, which includes biological-psychological-sociological and spiritual, requires pesantren to create a comprehensive education system. Pesantren attention not only to the outer side of the exoteric/dogmatic form the pillars of prayer, zakat, hajj, but also the side of the esoteric/experiential emphasis inner intuitive and subjective, so oriented to the psychological experience of an individual, such as fostering piety, patience, sincerity and trust. Activity coaching esoteric dimension can make one's own tenacity, quietness, exceptional courage in facing the problems of life.

Keywords: Pesantren, psychological, santri

Educational *Pesantren* is the oldest educational institutions in Indonesia. Educational institutions can survive sturdy indicating that traditional Islam in certain aspects can still survive in the midst of modernization. At first *pesantren* looks unwilling to accept modernization that never happened distance between the school and the outside world.

Along with the journey of our nation, as the social institutions that others have not yet run a functional boarding school has become a community center in the activities of religious learning, self, treat the sick, and many more. Strictly speaking into a unique educational boarding schools, not only because of its existence very long, but also because of cultural, educational methods and models applied by schools is very typical. Besides, schools also have a strong social network with community and fellow boarding school, because the majority of *Pesantren* not only similar in the patterns of thought, religious understanding, but they have a close kinship..

In the development of schools began to include general sciences as a form of knowledge development *pesantren* citizens of orientation hereafter become balanced with the worldly life. Implementation of formal education, namely public schools and Madrasah, 'live' under one roof boarding. In other words, formal education was held in the circle of boarding culture. This has an impact on graduates who are no longer equipped only religious sciences so that they could enter formal schools of a higher order in the national education system.

In general, a portrait of *pesantren* is a traditional Islamic education dormitory where the students lived with and studied religious sciences under the guidance of a teacher who is more known as the chaplain. The role of chaplain and the students are very important in maintaining religious traditions.

Model schools can be classified into three models, namely: first, the traditional model of boarding schools that still retains *salafiyahnya* system, and reject the curriculum from the outside. But the boarding with this model still attracted many people, because the number of schools that have been selected people have started less culture and morality, so that people look back on the original model of education that this school.

Second, the model schools that have been little follow modernization, in addition to receiving the model *pesantren* curriculum *pesanten salafiyah* received general curriculum as well, but because of the demands of social life are obeyed eventually unwittingly characteristic of these schools will usually disappear. because the original curriculum system is lost, because the schools are obeyed curriculum Ministry of Religious Affairs or the Ministry of Social Affairs. Third, the model schools that follow the change process of modernization without losing curriculum *salafi*. There is a general education, but not entirely the same as the curriculum Ministry of Religious Affairs.

As an education institution that has its own characteristics, boarding schools have a different tradition with other institutions. Pesantren is essentially a religious educational institutions of

Islam, although it has other functions, and no less important to the educational function. In the midst of a national education system that is always changing in a short time span, the public's view of the day-to day schools seem bigger.

The ability of schools to develop themselves and develop the surrounding communities, is due to the potential of the boarding school. the potential that involves three aspects. First, the boarding school is active for 24 hours, with a 24-hour pattern, whether boarding school as an educational institution of religious, social, as well as development agencies, potential people.

Second, the boarding school in general effect on society. Boarding school grow and develop in many rural areas, because the demands of people who want to require the establishment of a boarding school. Thus the boarding school and the relationship with the community is very important to each other. Third, the boarding school in the public trust. The tendency of the public to send their children to boarding school course based on their confidence in the coaching is done by boarding schools that prioritize religious education.

There are three characteristics based education boarding school. First, the traditional boarding school as an institution. Traditionalism in schools should be understood as an effort to follow the example of role model do the scholars' Salafy pristine Islamic religion in order to avoid running out of things that are forbidden by the religion.

Second, pesantren as a defense culture. Maintaining cultural and rests on the teachings of Islam is the pesantren culture that has developed since ancient times. Pesantren always steadfast in the face of the outside world. In the history shows that when the increasingly oppressive occupation, at the same time the students grew louder.

Third, pesantren as religious education. Pesantren education based, driven, and guided by the values of life rooted in the teachings of Islam. With so behavior will be caught by the students will be inclined to things that are positive.

In the face of change, schools are required to make changes without sacrificing their original character as educational actors. Boarding schools must fix its weaknesses, such as by implementing community-based education management. Moreover, seen from the history of his birth. Pesantren is an educational institution that grew out of the community.

Boarding school with all its characteristics give meaning to its residents. This will affect the psychological characteristics of the residents including students. Excess boarding system compared with the regular school system is that the students are in an environment educational atmosphere for 24 hours, and educators or caregivers can supervise, guide and role model to them as well for 24 hours. Due to the nature of the methodology and the atmosphere of a familiar environment, schools have the ability to create a brotherhood friendly lifestyle, with a cooperative spirit, independence and responsible. *Pesantren* system is possible will be able to realize educated individuals are resilient and strong character. Personal This building is often more important than mere knowledge to gain success in life.

DISCUSSSION

Development of local knowledge implications associated with other forms of care such as psychological counseling and therapy, are indigenous to the growing subculture varies. Counseling opportunities will expand and appear simultaneously with the skills to provide other forms of psychological services in accordance with the context of the world where relationships between people are intertwined in culture and social dynamics that are more specific.

Pesantren as subcultures have an identity that describes a reality of life and a variety of unique miniature psychological meaning. She gave birth to hybridity santris according Wahid (2001) in fact does not represent a particular subculture of a culture of Indonesian society because schools have their own world that is different from the world outside. Pesantren has a complete value, social construction, and its purpose on the local character of the phenomenological framework of communities knitted by students in order to achieve a powerful human quality through strengthening the dimensions of intellect, morality, religiosity, spirituality and community. Pesantren even an event hermitage (*zuhud*) as well as medium punch independence and piety of life for residents (santri) that have meaning holistic guiding maturity of personality, gives the opportunity muhasabah in quite a long time practiced by way of daily life, the relationship of science that is based on the tawadhu ' and has a diversity of learning, habituation to maturity through the simple way of life, through rites were replicated emotionally, psychologically and spiritually so that habit contributing psychological richness of the students to be ready to become a mature person.

Pesantren is a training lab self, knit formation of character of students, self learning, the arrangement of instrumentation values of life, constructing a future in the realm of ideals and

wisdom that collective life is the basis of real to grow axis guidelines and techniques of self-development which is actually a direct practice of a process of local counseling and therapy. This process is more rooted in phenomenology awareness of students so that within the framework of nurturing and healing forms of psychological problems, schools have a historical-anthropological foundation to solve its own problems faced by the students. The point of departure and psycho-historical awareness of this kind need to be recycled, replicated for the purposes of contextualization psychodynamic personality of students so that schools do not have to turn and glance intake popular psychological techniques that are stuck on the celebration of the popular market of temporary psychological care and even pejorative in false consciousness.

Pesantren has a local genius and historical experience that sustains the emotional element, religiosity, spirituality and society. Pesantren unique habitat of this kind is important excavated. Critically base phenomenological, boarding schools established himself in the network sense of personal and social community of students and increase the maturity of psychology students through a wide range of creativity locally related to parenting and psychological healing more specific and focused so that it will recognize a production generation born not because of psychological tendencies that imitative, but the coordinating power of local wisdom as the original base rooted owned by schools for more independent psychological services with the spirit of *"al-muhafadhatu ala al-qadim al-salih al akhdu ma'a bi al-jadidi al-ashlah"*.

Educational Pesantren

In the process of education, character formation of students, theoretically, an ultimate meaning and purpose of education. Characterless intelligence is the ultimate goal of education is in fact (intelligence plus character ... that is the goal of true education). Urgensitas intelligence character as the ultimate goal of education, in essence, is a translation of the mission of the minutes of all the religions of the Book.

Islam in fact, explicitly-textual-ṣarīh stated that the greatest mission of this religion is the glory enhance the character (Makarim al-Akhlaq), which form a noble personality that reflects the glory of noble character. The greatest Islamic notion has been repeatedly has sounded, digested, understood and practiced by both the academic community of students, teachers, and managers in miniature life in boarding schools. There are three character education process of students in general, involving aspects of knowledge (cognitive), feeling (feeling), and action (action). These three aspects are internalized in the tradition Islamic School education Salaf approach to knowing the good, feeling the good, and acting the good.

Proses Knowing The Good dan Feeling The Good

Character formation of students consists of cognitive teaching the values of kindness and noble spirit to them. Introduction and cognitive understanding of values that is to be formed into the character of students do well in the program of teaching and learning in schools and in extra-curricular program. In the process of teaching and learning in intra school, subjects morals are in the structure of Islam Salafiah in school curriculum at each level. The material includes the morals taught morals contained in the book of al-Muta'allim study groups, Naṣā'ih al-'Ibād, Ittiḥaf al-Sā'ilīn, Risalatul Mudhakarah to Fusus al-'Ilmiyyah. The substance of the study all the books mentioned above is a character study of mysticism that emphasizes the probity and purity of behavior as well with diverse variations. Ta'lim Kitab al-Muta'allīm a book that teaches a variety of manners and etiquette of a foundation of students who are seeking knowledge in order to obtain the ideals of science is cool and knowledge can be beneficial. The pattern of students to the teacher relationships have also been arranged and taught in such a way so as to create the character of the students were "super" tawāḍu 'to the teacher or the other. The pattern of relationships between peers also be assessed in such a way in the book. Teaching these books which are presented to students of Islamic schools Salaf can be seen as a process of introducing the noble values in students an ideal character.

Likewise, noble values contained in Kitab al-'Ibād Naṣā'ih, Ittiḥaf al-Sā'ilīn, Risalatul Mudhakarah to Fusus al-'Ilmiyyah become an important part in the process of cognitive recognition of the noble character that should be displayed by the students. This teaching-Foerster-term borrowed is one of the basic traits in character education at the Islamic Educational Salaf, where every action is measured based on a hierarchy of values and normative values to guide every action. The values that decompose in the mysticism reference character through the teaching process about to be introduced, implanted, believed and guided by students in their lives.

Cognitive introduction of the values of noble character is also reflected in extra-curricular activities at the school, because the students are also offered a review of a book of moral substance of Sufism. Among the books that were examined

with regard to this is the book hikam and Adab Suluk al-Student. Study of character values contained in both books is profound. Because in addition to outlining a pure heart and piety peeling behavior also ma'rifah dimension.

Fortified character in the book seems to be the character of a righteous servant of God and spiritual Zahir, both in relation to the God and fellow human beings. The process of knowing the good or planting cognition Salaf Islamic School students about the values of kindness in the process of teaching books-Sufism morals aforementioned go hand in hand with the growth of Character Education in Madrasah Salafiyah.

Feeling the spirit of loving the good, where they tasted and loved the virtue of being the engine that could make it always willing to do such kindness. So a growing awareness that they are doing the virtue behavior because they believe and to love kindness.

From there, it becomes a habit or kindness at the level of the good acting. The dimensions are included in the moral knowing, as the teaching and learning process in the boarding school, which has filled the cognitive students is a moral awareness, knowledge of moral values, perspective taking, moral reasoning, decision making, and self knowledge. Character forged in the education of students at the boarding school has its own peculiarities compared with student / student at the school in general. Moral of knowing that experienced by the students, evolved into moral feeling, where feelings and moral sensitivity they are very influenced by religious moral values learned through learning, practice and habituation.

oral feeling is strengthening the emotional aspects of the human character of students to be as perfect man he aspired in the tradition of morals-Sufism, or human in terms ideals of the Indonesian nation. This strengthening relates to other forms of attitude that should be felt by the boarding school students, namely awareness of identity (conscience), confidence (self esteem), sensitivity to the pain of others (empathy), the love of truth (loving the good), control self (self control), humility (humility) which had been imparted to them. As for the universal values that are taught and instilled in the process of character formation in the boarding school are based on principal-religious-theological principle and not solely based on considerations of logic. The difference lies in the religious moral vision is not always just for the sake of short-term life of the world, but also for the sake of a more enduring afterlife.

Thus, this pattern is considered to instill moral feeling deeper than the other patterns. It is based on the fact that the habit of doing good alone does not always guarantee that students who have accustomed them consciously appreciate the importance of the values of character or moral values. Because maybe his actions were motivated by the fear of being wrong, not because of the high appreciation of the value of it. For example, when students do honest it was done as judged by others, not because of a genuine desire to appreciate the value of honesty itself. Therefore, in character education instilled amaliah structure that should come to the stage shukriyah and sincere. Stages of instilling a sense of gratitude that students or someone does something good because it is not afraid of anything, but because he needs to do it as the need for gratitude to God. While sincere stages it instills a sense to the students that he was doing good is due to the kindness itself or in terms of religion to Allah, the benevolent itself, not for other purposes. Two of these are located in the domain sufistik highest level in a charity slave who certainly must have known by the students on the basis of religious sciences and Sufism this.

The above process is imparted to the students in order to foster the feelings aspects (domain affection or emotion). This component in the education of characters called "desiring the good" or desire to do good. Good character education thus should involve not only the aspect of "knowing the good" (moral knowing), but also "desiring the good" or "loving the good" (moral feeling), and "acting the good" (moral action).

Of moral feeling is then formed what is called a moral action or acting the good. Moral action is a moral act or acts which are the result (outcome) of the two components of the other characters. To understand what drives a person into a good deed (act morally) it must be seen three other aspects of the character that is competence (competence), desire (will), and custom (habit).

In the framework of this theory, in fact it can be argued that the boarding school students have been implanted competence or expertise and understanding of universal moral values of religious in various materials, the book of morals, values Sufi taught to them.

Comprehension is further cultivate moral awareness and a desire in them to practice the moral values in everyday life. Even the desire (will) they should have a stronger footing, because not only is based on worldly interests alone, but also to happiness and success eternal in the hereafter, or in the language of Sufism is based also with a sense of love for Allah SWT. In the next stage of moral consciousness crystallized among students of the School of Islamic Salaf as moral practices that have become

habits (habit) in the school environment every day. It is then referred to as the process of acting the good.

Planting Values Universal Religious (Acting Process The Good)

Theoretically, one of the dominant factors that influence the development of individual character are environmental factors (environment) which is a condition that allows the process of the development of one's character. Forming an environment conducive to the development of the character of boarding school students done by creating traditions / habituation practical in everyday life in all their daily activities in relation to the quality of their religious or otherwise.

Religious values instilled way to the boarding school students daily. The pattern of planting these values are reflected in habituation Duha prayer, tahajud together, pray in congregation with timely, grave pilgrimage, and and others.

Noble values embedded in the process of character education students include many things such as reflected in the provisions of the order of ethics students as follows: First, time discipline taught to them by the provisions of the rules of conduct, which contains: (1) departed on time in each schools and school activities; (2) may not leave except by permission murabbi boarding or management authorized; (3) being allowed home only after completion imtihān (exam) or on holidays, or because of senile syar'i; (3) shall set out the congregation right after adzanberkumandang; and (4) shall abide by a curfew for all students, the students of formal 22.00 and 23.00 pm Salaf students.

Second, the character of religiosity reflected in the provisions of the order that includes: (1) shall attend the prayer congregation at the mosque for the son and not allowed out except the mosque after the prayer is finished; (2) it is recommended to perform periodic audits sunnah Duha prayer; (3) following the reading wiridan (Ratib al-'Attas) congregation on Thursday night; (4) following the pilgrimage grave on Thursday afternoon for students sons; (5) followed dhiba' late on a Friday night; (6) follows the Koran morning and afternoon activities; (7) perform the duties of the room and follow ra'an.

Third, the character of self discipline and modesty is reflected in the provisions of the order that includes: (1) students dress according to Islamic ethics; (2) prohibited dressed nudity or excessive; (3) haired and short-toed and tidy

for the men, and forbidden to cut hair or eyebrows to daughter; (4) prohibited from carrying tools or weapons; (5) forbidden to bring HP, Tape, Radio or other elektronok goods excluding holidays while maintaining the ethics of students; (6) prohibited smoking rooms, mosques, buildings, and in school buildings for men and prohibited for women's absolute; (7) is strictly forbidden scribbling, soiling and climbed the fence of any building; (8) are prohibited from bringing or consuming alcohol and drugs; (9) carrying or reading pornographic books or the like; (10) prohibited hung and "kongkokongko" or hang out at any location.

Fourth, the character of social patterns reflected in the provisions of the order as follows; honor a great and compassionate towards small, say and behave towards anyone, not allowed to enter the room (gotakan) without permitted occupants of each room, obligatory greeting when entering a room or meet friends in the street, prohibited from making association or conspiracy with the aim which is not good, it is forbidden to use the property of others except with the permission of the owner, keeping the good name schools everywhere.

Fifth, the character of environmental concern is reflected in the provisions of the order that includes; maintaining the cleanliness of the school and its surroundings, carry picket hygiene, maintain the facilities there, prohibited scribble on the wall, damaging the other facilities, return all equipment to a specified place, once after use, sleep deprivation outside the building area schools, must ask permission if going out of the area and a special boarding school for girls out to about pesantren daughter.

CONCLUSION

Relational relationships in schools can be woven in synergy through the spectrum Kyai, *gus* (young clerics), *Ustadz*, *badal* (assistant), murabbi (mentor) for the development of the talent of santri, and a small group unit in the form of peer organizations. These components interact with each other and served in synergy accompany the history of boarding. Interwoven social relationships is a reflection of the historical characteristics that internalized through the culture of schools, he also formed the transforming power of acculturation as a representation of the strength of the outer and the inner strength directly impacts on students or cultural systems that make up the local character. Through this approach, then pesantren have the opportunity to make improvements and development of pesantren-based peer counseling to see a set of values (*ruh ma'had*), aspiration (*Himma*), the demands of the development of society, and the ability of pesantren and the carrying capacity significantly.

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CONDUCTING THE CONVERSATION CLASS
IN A NON-ENGLISH COUNTRY

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ABSTRACT

The teaching and learning English in Indonesia as the non-English country puts the productive skill especially Speaking skill on the top goal. Someone's proficiency generally reflected through their oral production. In Indonesia, where English as a foreign language, the teaching of speaking in school shows no significant improvement and students put their trust to improve their speaking skill on the private training institution. Time allocation and the demand of curriculum which focused on grammar and written form instead of speaking skill are believed as the cause of such failure, as the teachers stated. A case study on Elite course is conducted for its uniqueness in form of system and teaching method. Therefore, it is found important to carry out the techniques or methods applied in this English course. Observation will be held in two classes; low and high achiever to gather the data followed by interviewing the English instructor and students. The descriptive study will be applied to present the findings from the observation and the interview. The study is hoped to be able to give sufficient information in form of the teacher's instruction, classroom management, time allotment, media, and games, which can be applied in formal education in order to create an active English classroom.

English language teaching emphasized the mastery of four main skills which are speaking, listening, writing, and reading skills. However, it cannot be neglected that the indicator of someone's good English ability is the oral communication. In some ways, Someone's proficiency generally reflected through their oral production.Students of second/foreign language education programs are considered successful if they can communicate effectively in the language (Riggenback and Lazaraton, 1991). Thus, it is then justify that the parameter of good ability in English is the speaking fluency.

Regarding the historical frame work of language teaching, some approach may vary on the focus of skills. The modern history of language teaching started with the adaption of the approach used for teaching Latin in Europian countries (Cahyono and Widiati, 2011). Grammar Translation Method is an approach with reading and writing as its focus of language teaching (Richard and Rodgers, 1986: 3). When reading and writing are considered to be the focus of language, the ability to speak a foreign language was considered as irrelevant (Prator: 1991:11).Speaking was then made the primary aim of language when the Direct Method came. In the era of this method, oral communication became the basis of grading the language teaching program (Richard and Rodgers,

1986:10). The era of speaking supremacy was again urged on Audiolingual Method (ALM). Based on the structural analysis of spoken language, this "new, scientific" Audiolingual Method (Savignon, 1983) came to be known, widely used, and was popular form many years. It is believed that mimicry and memorization are the most efficient route to second language use and language mastery was assumed to be relied on active drill of structural patterns of the language. This view on language learning is reflected in its own conviction stating that "language behavior is not a matter of solving problem but of performing habits so well learned that they are aoutomatic" (Brook, 1961:3, cited in Savignon, 1983:19). However, the mimicry, memorization, and pattern manipulation were said to have questionable values if the goal of language teaching and learning was the communication ideas, or the sharing of information. This has led the idea of communicative competence in language teaching which was emphasized by another approach to language teaching coming later, that is, the Communicative Language Teaching (CLT). Alongside with the ideas of communicative competence, Morozova (2013) exposed thatmost of reseachers believe in any languages, speaking skillsisthe primary skill among other skills. Furthermore, he says that speaking skill has to be integrated with other skills.

Since the recent approach, speaking is then desired skills in the application of language

teaching. Speaking is an active or productive skill. The target of speaking skill is an ability to express ideas freely and spontaneously (Fachrurrazy, 2014: 79). The teaching of speaking is also emphasized as an important skill due to the large number of students who want to study English in order to use English for communicative purposes. As it is said in Richard and Renandya's (2002:201),a large percentage of the world's language learners study English in order to develop proficiency in speaking. Some class activity which can be done for speaking skill summarized briefly by Sadtono (1983): Students practice fixed phrases; Students practice/make a dialog; Students play a game; Students perform a skit or play; Students report a role-play; Students report the result of a task; Students use pictures, comic strips, news, or video for making discussion; Students solve a problem set/prepared by the teacher; Students conduct a class discussion, seminar, or debate on certain topic; Students deliver a speech in an imaginary event; Students perform a drama; Students discuss a plan; Students narrate, describe, report, argue, persuade,etc.

The concept if communicative competence developed under the views of language as contexts, language as instruction, and language as negotiotion. Learning to speak English requires more than knowing its grammatical and semantic rules. Students need to know how native speakers use the language in the context of structured interpersonal exchange. In other words, "effective oral communication requires the ability to use the language appropriatly in social interaction" (Shumin, 2002:204).

The essential purposes of spoken language lay on the concept of commicative competence. Shumin (2002) elaborates that speaking profiency has four components which are Strategic Competence, Grammatical Competence, Sociolinguistics Competence, and Discourse Competence. Spoken language functions interactionally and transactionally. Interactionally, spoken language is intended to maintain social relationships, while transactionally, it is meant to convey information and ideas (Yule, 2001: 6). Speaking activities involve two or more people using the language for either interactional or transactional purposes. Because much of our daily communication remains interactional (Shumin, 2002: 208), *interaction* is the key to teaching language for communication.In addition, as believed by "interaction hypothesis" is second language acquisition, learners learn faster through interacting, or

native use of language (Miller, 1998).It is also important to note that interaction requires understanding of the social background of those involved in communication.

As in Indonesian context, the teaching of English takes part as foreign language which means people do not use it in everyday conversation. Classsroom is the only place where students can practice their English freely. However, in some cases English also uses as second language by doctor, news presenter, or radio anchor. Code switching is commonly by teens and urban society. The main challenge for this country thus is to develop an educational system resulting in human quality competitive at international level. This is relevant to the significant change that took place in the real needs for English in Indonesia (Huda, 1997). The need of English in fifties and sixties was limited to academic purposes at the university level. In recent day, individuals need English in order to communicate with others in the international forum.

In fact, some problems in the teaching of EFL speaking in Indonesia arise. A number of reports shows that Indonesian learnes commonly have not attained a good level of oral English proficiency. For example, Mukminatien (1999) found that students of Englosh departments have a great errors when speaking. The errors include pronunciation (e.g., word stress and intonation), grammatical accuracy (e.g., tenses, preposition, and sentence construction), vocabulary (e.g., incorrect word choice), fluency (e.g, frequent repair), and interactive communication (e.g., difficulties in the getting the meaning accross or keeping the conversation going). Similarly, Ihsan (1999) found that the students are likely to make errors which include the misuse of part of speech, syntatical construction, lexical choice, and voice. Those findings support Eviyuliwati's research (1997) who reported that students had difficulties in using grammar and applying speaking in class.

Based on those related previous study, theoritical framework, and facts, the reseachers attempt to expose how a private training institution, *ELITE*, covers the failure of school in the teaching of speaking. This paper describes English Learning with Interactive Teaching of English (ELITE) course for its uniqueness in form of system and teaching method. Therefore, it is found important to carry out the techniques or methods applied in this English course.

ABOUT ELITE COURSE
English Learning with Interactive Teaching of English (ELITE) course is an English course at Banjarmasin city, South Kalimantan province, Indonesia. This course established since September

2009. However this course has just runned for 7 years, its popularity in Banjarmasin competes with the big name English courses such as LBPP LIA and EF.

This course offers communicative competence and the ability of good English skills especially speaking skill. The course provides the English speaking environment by forcing the students to speak in English. The students also speak in English when they buy food at course's cafetaria.

The teachers of this course are alumni from local reputable teacher training campus such as University of Lambung Mangkurat, IAIN Antasari, and STKIP PGRI Banjarmasin. For being a full time teacher, the candidates has to pass some recruitment tests such as English test, micro teaching test, and interview test. After they pass the test, they have to go through the teacher course training for three days and probation time for three months. In probation time, there will be a senior teacher who sit in the class as supervisor. There is also director of studies who acts as the supreme supervisor for quality suistainabity in teaching.

This course uses topic based by using cambridge curriculum and all the books and materials are under cambridge license. The teachers in this course join the cambridge seminar annually to ensure the program keeps on the right track. The course provides the young learners and teens English course. The numbers of students in one class are maximum 10 students. No other language besides English is allowed in classroom. The students may use their native language outside the classroom for an urgent matter such as answering a call from home.

METHODOLOGY

In order to carry out the process of teaching and learning of English in ELITE course, a case study was conducted. ELITE course is found out unique by the researchers for the activeness of its students in speaking English. The researchers found this English course special to be taken as the subject of the study, as a case study research is particularistic that it is focused on particular phenomenon, such as a situation or event (Gay, Mills, and Arasian, 2009). The case has to be unique and specific problem. Therefore it is considered sufficient to use this method in this study.

Two classes with two different teachers, low and high achiever class, in ELITE course were observed. The students from both of classes are elementary students (6-12 years old). The data collected through observation in the classroom and followed by interviewing the

teachers. Photos and videos were also taken. These qualitative data provided sufficient detail for thick description (Piller and Skilling:2005). For the observation, the researches spent 90 minutes in each classroom to gather which were classified into the teacher's instruction, classroom management, time allotment, media, and games used. The researcher itself sat in the classroom to watch and record the teaching and learning process or it was known as participant observation. Participant observation is the process enabling researchers to learn about the activities of the people under study in the natural setting through observing and participating in those activities (Kawulich: 2005).

After the class, some time were spent to interview the teachers to clarify what the researcher found during the observation. Unstructured interview was conducted with the question related to same matters: the teacher's instruction, classroom management, time allotment, media, and games. Unstructured interview was found necessary for this study because it is more flexible as questions can be adapted and changed depending on the respondents' answers, allows the respondent to talk in some depth, choosing their own words, and it alsoincreasedvaliditybecause it gives the interviewer the opportunity to probe for a deeper understanding, ask for clarification & allow the interviewee to steer the direction of the interview etc.

The data from observation and interviews were analyzed by following the steps: reducing data, displaying the data and drawing conclusion of the data. These steps were proposed by Sukardi (2006) which mentioned that the data collection is qualitative descriptive study, in general, can be done by (1) reducing the data (2) displaying the data, and (3) drawing conclusion and verification.

FINDINGS FROM THE OBSERVATION

The first class observed was low achiever class, children class 2, on 30 September 2016. Before going to the teaching stage, teacher spent 10 minutes to explain the rule, since she was the new teacher, substituting the previous teacher, so she took the time allotment of the game. The following is the stages in the teaching and learning process during the observation

Table 1: Stages in low achiever class

Time Allotment	Stages	Activities
20'	Games	Play games called "alphabet set". Students were grouped and given a set of alphabet. Then, students were asked to guess words from previous lesson based on the clues given by

		the teachers, then students race to arrange the alphabet. Losers were asked to answer question related to superlative adjective (previous lesson).	
20'	Elicitation	Educe the vocabulary used for today's lesson. The vocabularies are part of the house: Hall Dining room Living room Bed room Kitchen Bathroom	
10'	Presentation	Explain the use of preposition *in* by showing the sentence *Monty's**in** the **bedroom.***	
15'	Production	Play game called "memory game". Students were shown a picture of Star family and asked to remember the position of each family member. After that, the book was closed and teacher mention one name of the star family, and students raised their hand and answer in full sentence. Example: T = Simon S = He is in the living room.	
15'	Practice	Students were given time to do the activity in the book.	

The language used in the classroom was very simple, and teacher used a lot of gesture to help her explaining what she meant. The following is the teacher talk during the teaching and learning process:

Table 2: Teacher's talk of low achiever class

Stages	Situation	Expressions
Games	Explaining the game's rule	- So like this, you guess, the first one make the word with this *(pointing the alphabet set).* Understand?
	Explaining the winner	- No..no.. this group first.
	Warn the students to play nice	- Hey..hey.. no pushing. You push, I erase one star. - With your

		friend… do it together. - Help each other.
Elicitation	Carrying out the vocabulary used today	- Look at this *(draw a picture),* what room is this? - Room for eating? *(Mime the activity of teaching).* - Silent… listen, this is room when you open the door
Presentation	Explaining the use of preposition *in* in the sentence	- Look at Simon, where is he? - Good. To make it complete, you say " Simon is in the living room" *(say and write down the expression).* - Now, try.
Production	Explaining the game	- Remember the picture, okay? *(pause)* I say the name, you say the position. Ready? - Yes..in the kitchen. Say it completely. - Complete… don't say the room only.
Practice	Checking if the students finish doing the practice in the workbook Checking the students' answer	- Have you finished? - Yes..answer completely, like we did in the game. - So, where is Stella? *(pointing students' workbook)* - Good, what about Suzy? *(pointing students' workbook)*

The second observation was held on children class 8, on 27 September 2016. This class was considered high achiever class. This classification was clearly appropriate when the researcher entered the classroom, as all students greeted the researcher in fluent English. There were

7 students in the classroom; one female student and six male students. One male student is on the 6th grade, two males students are on 4th grade, and the rest are on 3rd grade. The following is the stages in the teaching and learning process during the observation:

Table 3: Stages in high achiever class

Time Allotment	Stages	Activities
30'	Games	Play games called "throw the stick". Students were grouped by playing black and white. Losers were asked to answer question related to superlative adjective (previous lesson).
20'	Elicitation	Educe the vocabulary used for today's lesson. The vocabularies are Draw – drew fly - flew Drive – drove Buy - bought See – saw Catch - caught Swim – swam Eat - ate Sleep – slept Go – went Come – came
10'	Presentation	Explain the use of simple past tense by showing the sentence *Rasya**went** to the zoo **yesterday.***
15'	Production	Play game called "alphabet pair". Students were shown two alphabets and asked to make a word consist of the selected alphabet. The one who couldn't make the word or make the word the last was asked to make a sentence in simple past tense.
15'	Practice	Students were given time to do the activity in the book.

The language used in the classroom was similar to the lower class, in which it was very simple, did not put the matter on the grammar, and used a lot of gesture to help her explaining. The following is the teacher talk during the teaching and learning process:

Table 4: Teacher talk on high achiever class

Stages	Situation	Expressions
Games	Explain the rule of the game	- We will play the game. So, one set *(showing the ice cream stick)* for one group - Remember your sticks are 21. You stay behind the line. Share the sticks with your group.
	Explaining the turn of the game	- With your group.. Because the game is going to be like this *(give example by throwing the stick on the table)* throw it on the table, okay? - I will count the number of the stick, which is on the table. Group with many sticks is the winner. - Now, only two players. Choose from your group. Who? You and…? Okay. And then after that, your friend's turn. - Where are your sticks?
Elicitation	Explaining how the method of guessing the vocabulary	- I will act or..give a clue about action. Okay..and you will say the verb 1. Ready?
	Giving clues of today's vocabulary	- *(mime the word draw and one of the student say draw)* yes, true.. spell - *(Use hand to gesture walk then student answer walk)* no, like this *(gesture again)* bye.. *(student answers go)* yes.. after you go, you *(gesture)*?
	Checking if the students on the right side see what's on the whiteboard	- Hannah, can you see?
Presentation	Explaining the language lesson	- Yesterday, already happened. You can change yesterday with last… blab la bla. What?

	Asking the students to write down the vocabulary and language lesson	*(students answer)* yes, week. What else? Last..? *(students answer)* month, yes. - Kean, what did you say beside yesterday only? *(the student answers)* yes, yesterday afternoon *(write down on the board)* - One more, blablabla ago. Time (pointing on her watch and one of the students answers) yes, twenty hours ago, a month ago, *((write down on the board)* - Okay, write down please.
Production	Setting up the position for	- Sinsin..here, you sit here. Sinsin hurry up..come on. Closer - Do you remember the game? *(students said no)* you say only one word, including these two letters (show the alphabet set) example, *(take the alphabet set and the student make one word)* yes..
	Controlling the turn of answering the alphabet pair	
	Rechecking students' answer	- Tea..yes. No, you already. - Only one more. Keen already finished. - Time? Where's the A? yes.. you are the last. Sinsin..make a sentence. Last one make sentence.
Practice	Giving the instruction for the practice	- I play the tape, you listen. And write down the answer, okay?
	Responding students' question	- Yes, listen and write there. You finished number 1?

FROM THE INTERVIEWS

The interviews were conducted after the observation. Soon after the students left the classroom, the session began. The questions asked were in form of confirmation of what the teacher did during the lesson.

Table 5: The result of interview

Question	Teacher's respond
Stages	**T1**: the stages called games, elicitation, presentation, practice and production. **T2**: we have specific stages, so all teachers in this course have the same method. We got it on the training and observed by senior teacher.
Students level	**T1**: the level is arranged by the DOS (director of studies) so we don't know. **T2**: the level is based on the placement test. So it's not based on their grade in school, but based on the result of the placement test.
Teacher talk	**T1**: the director of studies observed my class to make sure that we use communicative language. So, we should use a very simple expression and the shortest one. **T2**: I was trained to simplify the language instruction. So, we should ask a lot with a very short sentence, so the students are the one who contribute a lot in the teaching and learning process.
Games	**T1**: game is a must. Because what makes this course special is the game. Other course used multimedia games, we use traditional games because most of the children are bored with the modern one. In the games, the students are also talk a lot, cheer their friends or even boo on their opponent. We were facilitated with a lot of games. **T2**: there a lot of game taught during the training, but later we can develop our own games. Yes, everyday is game, because game helps a lot in maintaining the students' focus. We usually use balls, scrambled words, card, etc. usually games is for taking turn in answering the question to get the star/reward.

DISCUSSION
THE TEACHER'S INSTRUCTION

As it is exposed in the findings the language used in the classroom was very simple, and teacher used a lot of gesture to help her explaining what she meant. The students in the study are young learners so it is also important to shapes the discussion from

EYL insight. Suyanto (2009:31) writes that good EYL teachers use simple, short, and clear language. She also quotes Pahin and Power (1990) who suggest the EYL teacher to use clear instruction in giving the task. The practice of using gesture also supports the theory from Chodidjah (2002) who emphasizes that an English teachers must not speak too fast and usegesture, body movement, and picture in giving explanation to students.

The interview with the teachers also supports that ELITE course's system explicitly asks the teacher to use simple instruction in teaching. That practice is alongside with Gebhard (2000) who suggests the use of "yes/no question' for young leaners or elementary level. The teaching in this course also used classroom language. In classroom language usually gives an order but also communicative. Paul (2003) says that classroom language is a good way for students in acquiring the language.

The stages of lesson plan are also precise. The stages are games, elicitation, presentation, practice and production. Master teachers use planning to select the content and methods that will most help their students achieve predefined learning goals (Orlich et al., 2010: 101). Based on the interview, the stages of teaching are the same and supervised by senior teachers or the director of studies. Harmer (2007: 111) writes that the most important task that teachers have to perform is that of organising students to do various activity. Further, he summarizes the role of teacher as organiser : Engage → instruct (demonstrate) → initiate → organise feedback. This following paragraph contrasts the ideas from Harmer and the teaching practice at ELITE course.

First, the engagement is getting the students ready and involve in the activity. The activity has to be enjoyable, interesting or benefecial. This activity reflects in the ELITE course learnings' stage which is game. Games play a central role in a child-centered lesson and make it possible for children to fully immerse themselves in learning (Paul, 2003). Second, the teachers have to give the instructions, saying what students do first, what should they do next, etc. That practice showed in the "elication" stage at ELITE course. Refering to the findings, the teacher do the instruction when she was explaining how the method of guessing the vocabulary. Third, Harmer (2007) suggests intiation as the teachers start the activity. At this point students probably need to know how much time they have got and exatcly when they should start. In ELITE's practice, they have

"practice" and "produce" stage which cover the area of initiation. The fourth role based on Harmer's organiser theory is how to stop the activity and feedback. Feedback may come with merely question such as *Did you enjoy that?* or a more detailed question.

THE CLASSROOM MANAGEMENT

As it is found in the observation, the classrooms setting at ELITE course use "U" seating arrangement. This seating patterns is the best seating pattern for discussion. It also allows students to see each other which is important condition for verbal interaction, gives a bit more authority to the teacher as s/he situated in front at the open end of the U, and makes an easy closer contact to particular student when taht is needed or works with particular students who lack discussion skills (Arends, 1997).

The maximal number of students at ELITE course is ten students which is ideal number of students in classroom. Locastro (2001) says language class should be comprised of no more than 12 to 15 students. This number will give the students individual oppurtunity as well as large enough to provide diversity.

In the practice of ELITE course's teaching and learning, the students are not allowed to speak other languages beside English. That is similar with Brown's idea (2007) about the problems in EFL classroom. He illustrates that teacher who may not feel supremely confident in English proficiency are attempt to use more of the native language than may be pedagogically advisable. He also makes an amalgation from Harmer (2001) and Gebhard (2006) on guidelines for dealing the issue: (1). Set the clear guidelines; (2). Negotiate with the students why it is important for them to use the English; (3). Stimulate the instricsic motivation to use English in the classroom; (4). Choose appropriate task for students; (5). Create the English Athmosphere, especially in EFL situation.

Those ideas has already showed in ELITE course's practice. At the beginning of the study, students are already told that they have to speak in English entire time during the class. However, the teacher may give an excuse for the students to pick of phone by letting the to go outside and speak in their native language. The tasks are also choosen based on their level of difficulties. English Athmosphere is also presented by the provided self-accessed learning sources, pictures and posters in English, also non-teachers-staff who also able to speak in English so they also speak in English when buy something at canteen or greet the staff.

THE TIME ALLOTMENT

Charateristics of young learners are described to discuss the teaching practice at ELITE

course because the subject of this study refers to specific level which is young learners whose age is between 6 and 13 years old.

The time allotment for the classes at ELITE course is uniform in amount of 90 minutes. It derives from 30 minutes for games, 20 minutes for elicitation,10 minutes for presentation, 15 minutes for production, and 15 minutes for practice. Fachrurrazy (2014: 41) writes that young learners have short time concentration. They are easily bored. Therefore, the period of English lesson should not be too long. He suggests if the time alloted for English is 90 minutes per week, he prefers it to be separated, 45 minutes each. Harmer (2007: 82) also refers the same idea that they have a limited attention span; unless the activities are extremely engaging, they can easily get bored after ten minutes.

ELITE's teachers are told to engage the students with games which is fun for the students, so the real time for the English learning actually less then 90 minutes (minus 30 minutes for the game). It can be said that the time allotment is ideal one for young learners. Arends (1997) elaborates that the management of classroom time is a complex and difficult task for the teacher. A real time has to be counted to ensure the learning goal is achieved. In this course, the teacher has to 30 minutes earlier to prepare the class. The lesson plan also has to be consulted in advance to the senior teacher or the director.

THE MEDIA AND GAMES

The attractive media and joyful games are very important in this course.From the interview, one of the teacher claimsthat games make this course special. They prefers using traditional games because most of the children are bored with the modern one. In the games, the students are also talk a lot, cheer their friends or even boo on their opponent. Various games are facilitated to the students. The other teacher also said that they are taught to use some games in the training, but laterthey develop their own games. They usually use balls, scrambled words, card, etc. Suyanto (2009: 101) also in lines with that by saying the benefit of media are reducing the use of mother tongue, motivating the students, and making interactive learning and interesting. Further, she describes the characteristics of language games: the players have to interact each other, the players have to understand the rule, the games have to be clear, the players haveto be actively involved, the players are gotten the special rules.

The urgency of games are also emphasized by Paul (2003), games are the placed where the learning are actively happen. A child who get a new vocabulary from a game will be higly motivated rather than from a learning before the game.

CONCLUSION

English Learning with Interactive Teaching of English (ELITE) course has showed the best pratice of English teaching by applying the strategy with the benefit of games, media, and simply instruction in its practice. The suitanabilty of its quality is also assured by good knowledge transfer from senior teacher to junior or freshman teacher. The English environment is also provided by the course. They provides the atmosphere so the students are not reluctant to speak in English. Great preparation in lesson planning is also underlined in giving an effective and communicative English language teaching practice.

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THE PROFILE OF STUDENT SELF REGULATED LEARNING IN MATHEMATIC AT JUNIOR HIGH SCHOOL PADANG

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ABSTRACT

This research was motivated by the low skills of learners in organizing and directing in learning (SRL) in mathematics. There are learners who have set a goal of learning mathematics, there are students who do not control himself in learning mathematics, there are students who do not seek help learn math, low motivation to learn mathematics, there is no strategy that is used in mathematics, and low evaluasi in learn math.Samples 145 students SMPN Kota Padang, taken by cluster area random sampling. Data collected by the instruments of self-regulated learning (SRL) in mathematics. The instrument has content validity ranging 0.68-1.00, construct validity 0.93, the validity of item ranged 0.389-0.891, and Cronbach alpha reliability 0.949. Data were analyzed with SPSS software IBM version 20.The results of the study, found empirically skills of learners in organizing and directing in learning (SRL) learners SMPN Kota Padang high. Include the following skills; (1) set a goal of learning mathematics is low, (2) control in studying mathematics high, (3) seek the help of mathematics is very high, (4) motivation to learn mathematics is high, (5) makes learning strategies mathematics high, and (6) self-evaluation in learning mathematics is low.

Keywords: self-regulated learning (SRL) and or learning skills.

Subjects matter of mathematics, as one core subjects in schools, began from elementary school, even starting from the lower level of education like an early childhood education, to high school and level of equality. The student at Padang, generally has a perception that the subjects of mathematics as a difficult subject matter. The effect of this perception they already perceive some difficulty in subjects of mathematics, avoid and even some of them feel antipathy with that subject matter.

This condition is very concern of us together, including in this case researcher, have this concern is very reasonable. This is in line with the results of observations conducted on August 8 to August 13, 2016 in several junior high school at Padang, using the format of observation. This observation taken from research Yuzarion (2014), uses six indicators of self-regulated learning (SRL) in math.

The results of these observations found that; **First**, there are student who have not set a goal to learn mathematics, this means that in the first step SRL students there is a serious enough, because the activities set a goal of learning mathematics initial is a steps to make a math such favorites subject matter.

Secondly, there are students who have not been able to control himself in learning math, this means SRL students in learning mathematics is also quite problematic, because they control activities in learning mathematics is an important part in the SRL. **Thirdly**, there are students who do not seek help learn math when they run into trouble. Activities seeking help to learn the SRL, an activity currently active students have difficulty learning mathematics, above, there are students who do not seek help to learn, when experiencing difficulty learning mathematics indicate serious problems in the SRL. **Fourth**, there are students a low motivation to learn math, it reinforces the problem SRL students in math, because math learning success is also influenced by a strong motivation to learn.

Fifth, there are students who have to design strategies that are used in learning mathematics. The ability to design and make mathematics learning strategy is good and true, will allow students to learn mathematics is perceived difficult, because the students have not been designing and creating strategies to learn mathematics, it is certainly a problem in the SRL students in her math. **Sixth**, there are students do not perform a self-evaluation in learning mathematics. The ability of self-evaluation in learning mathematics is an important aspect also in the SRL. With students do not perform a self-evaluation of learning mathematics, making it also a serious problem in the SRL students. Based on the above, the authors determined the title of this article The Profile Of Student Self Regulated Learning In Mathematic At Junior High School Padang.

LITERATURE

Self-regulated learning (SRL) is one of the skills learned in the form of self-regulating and directing the activities of independent learning. SRL was actually referring to the concept of self-regulation (self-regulation). The concept of self-regulation contained in social cognitive theory with the main characters of Albert Bandura (Brown, 1999).

Self-regulation of learning was an activities of student using a skill set of self, self-directed and manage themselves in learning activities, this is what is meant by self-regulated learning (the abbreviation SRL). With regard to the SRL as learning skills, the activity of organizing, directing, and managing self-learning, Zimmerman and Martinez-Pons, (1990) explains to regulate students of their self in the learning involves three determinants. Three determinants include; personal, environmental, and behavioral. Application of self-regulation in learning, will create independent students able to regulate the behavior of learning and environment. This is in line with the regulating metacognitive function in learning activities. Skills regulate self-students is the process of using the power of cognitive and behavior achieve the learning objectives, it is in line with the opinion of Eggen and Kauchak (1997).

While Corno and Mandinach (1983), has pointedly explained SRL is a strong concerted effort to use cognition and affection to achievement in learning. Clarify the above description, SRL in this study, emphasizing the skills to manage, direct, and manage themselves in the activities of students in mathematics. SRL students in mathematics, elaborated from research Zumbrunn et al. (2011) and Cheng (2011), described as follows.

Establish the purpose of learning,

Schunk, (2001) describes the set goals in the self-regulation can be considered as the standard governing the actions of individuals in learning, in the classroom, that goal may be as simple as how to get a good grade on a test, or how to gain a broad understanding and detail of a a topic that we learned.

Desire / short-term goals are often used to achieve long-term aspirations, as an example, if a student set long-term goals in order to take a test well, then he must also be able to design short-term goals such as a set amount of time and using study strategies specific to help ensure the success on the exam. The research of Zimmerman (2004) found a significant positive correlation goal setting to learning outcomes. Zimmerman also stressed / reveals that encourages students to design short-term goals in learning, will be able to be an effective way to help students track their learning progress.

Self-control in learning,

In order to optimize the self-regulated learning (SRL), students should be able to control their attention (Winne & Hadwin, 2009). Control of attention is a cognitive process that requires self-monitoring significant (Harnishferger, 1995). Often this requires a process of cleansing the soul of distracting thoughts, as well as finding a suitable environment or conducive to learning (eg, a quiet area without any substantial noise) (Winne & Hadwin, 2009).

Research Kuhl (2005) showed that the academic results increase with the range of time spent on task. Therefore, teaching students to work on learning tasks should be a priority. Teachers can help students to control their attention by removing stimuli that can cause interference, and provide respite for students to develop their attention span.

1.Seek help learning,

According to Butler (1998), independent students who regulate themselves in the study did not fully try to complete each task their own learning, but they will often seek assistance from others when needed.

More Ryan et al (2001) describes to seek help for learning students done in self-regulated learning (SRL) with the aim of making them more autonomous, so this is what makes students who regulate themselves in studying different from his friends, they not just looking for help (advice) from other people, but they are more autonomous.

Teachers can seek help promote positive behavior by providing feedback continuous progress that students can easily understand and provide opportunities for students to fix an assignment after making changes.

Motivation to Learn

According Corno (1993) self-motivation occurs when a student can independently use one or more strategies to keep themselves so that it remains on track towards the goal of learning. It is important for the process of self-regulation, as required by students to take control of their learning. Furthermore, self-motivated occur without external riwad or incentives, and because it can be a strong indicator that students become more autonomous (Zimmerman, 2004).

More Wolters (2003) emphasize the learning objectives set itself and find the motivation from within to make progress towards these goals, students are more likely to survive to undergo the task of learning a difficult and often find learning more enjoyable.

Strategy Study,

According to Paris & Paris (2001) students who can successfully implement multiple learning strategies in all tasks and adjust strategies as needed to facilitate their progress towards the desired goal. However, it is important to note that the majority of students, especially at the primary level, usually do not have a learning strategy (van de Broek et al., 2001).

For students need time to learn and be comfortable with different learning strategies. By modeling how to use new strategies and provide a scaffold in the right amount as an exercise, the teacher can help students become independent strategy users.

Evaluate yourself in Learning.

According Winne & Hadwin, (2009), the participants were more likely to become independent students when students are able to evaluate their own learning, regardless of summative assessment that teachers do. Further Schraw & Moshman, (1995) explains that such practices when students are able to evaluate their learning strategies and make adjustments for similar tasks in the future. Teachers can promote self-evaluation in the classroom to help students monitor learning goals, using the strategy, and then make changes to the goals and strategies based on learning outcomes as (Zimmerman, 2004).

Based on the above, what is meant by SRL in this research is a skill set, direct, and manage themselves in learning in mathematics. Skills is set a goal of learning mathematics, self-control in learning math, seek the help of mathematics learning, motivation to learn math, create strategies to learn mathematics, and self-evaluation in learning mathematics.

RESEARCH METHODS

This study design is descriptive quantitative, a study that tried to describe the variables which have been formed naturally. It aims to demonstrate empirically the variables SRL students in mathematics that have occurred naturally in the group of research subjects.

The population in this study students in Junior High School at Padang, such 2319 students, distributed in Junior High School number 5, Junior High School number 13, Junior High School number 18, Junior High School number 30, Junior High School number 35. The sample was 145 student. The samples were taken with the sampling technique is random sampling cluster area.

Measurement of variables using the instrument in the form of scale. The scale of self-regulated learning (SRL), a valid and reliable, using the fourth interval. The instrument has content validity ranging from 0.68 to 1.00, 0.931 construct validity, the validity of ranges from 0.389 to 0.891, and 0.944 Cronbach Alpha reliability. Definition operational: Self-regulated learning (SRL) is a skill set, direct, and manage themselves in learning at mathematics. Skills shall include (1) set a goal of learning mathematics, (2) control in studying mathematics, (3) seek help learn math, (4) motivation to learn mathematics, (5) create strategies to learn mathematics, and (6) evaluation in learn math.

Data were analyzed by using frequency and percentages with the help of IBM software Statistical Package for the Social Sciences version 20 for Windows (IBM SPSS version 20). Step-by-step analysis, the prerequisite test analysis, test descriptive statistics, analysis, and conclusion

THE RESULT

Junior High School of Padang were 40 schools. A characteristics of of the student in Padang are heterogeneous, whereas psychological characteristics is homogeneous. Based on the age range or individual developmental and psychological characteristics are homogeneous, because of that the research about SRL can be conducted.

Once the data is obtained by distributed the scale of self-regulated learning (SRL) in mathematics valid and reliable, there is still requirements analysis with the help of data normality test by IBM SPSS version 20 software, data normality test results can be seen in Table 1 below.

Table 1 Results of Normality Data Test SRL Students

	Tests of Normality		
	Kolmogorov-Smirnov[a]		
	Statistic	If	Sig.
SRL PD MTK	.118	487	.200

a. Lilliefors Significance Correction

According table 1 above, Data SRL students Padang has a normal distribution, the next step test descriptive statistical analysis with frequency technique, as follows. SRL Data obtained by the measurement instrument of self-regulated learning (SRL) students in mathematics, consists of 6 indicators with 39 items that valid and reliable. Each item is given a score, lowest score was 1 and 4 a highest score. By using the criteria of normal curve, Data SRL and 6 indicators grouped into five categories: (1) very low, (2) low, (3) medium, (4) high, and (5) is very high. A general description,

the study of SRL students, the analysis results can be seen in the following description.

Description SRL Subjects of Students in Math
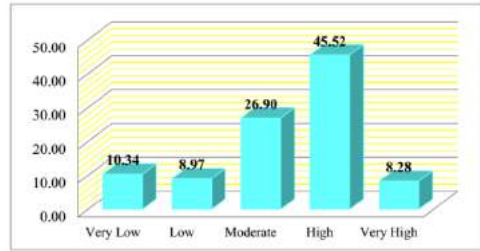
Graph 1 Description SRL Subjects of Students in Math

In chart 1 general description SRL students in mathematics Junior High School of Padang at the level of high category as much as 45.52 percent of the 145 study subjects. This data is extended by a mean of 3.67, approaching category 4.

On the results of further analysis of the data obtained on the graph 1 in the category of low and very low as much as 19.3 percent. This means that most students still need a touch of self-regulation training services, they have indicated there has a problem with self-regulation of learning mathematics in Junior High School Padang.

Description set a goal of learning mathematics
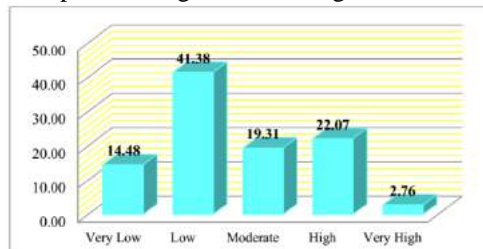
Graph 2 Description set a goal of learning mathematics

In chart 2 description set a goal of studying mathematics, students of Junior High School of Padang at the level of the low category with 41.38 percent of the 145 respondents surveyed. This data has extended by a mean of 2.09, approaching the second category.

On the results of further analysis of the data obtained on the graph 2 in the category of low and very low as much as 55.9 percent. This means that most students will still need a touch of self-regulation training services, they have indicated no problems with the set goals have studied mathematics at Junior High School Padang.

Description of self-control in learning mathematics
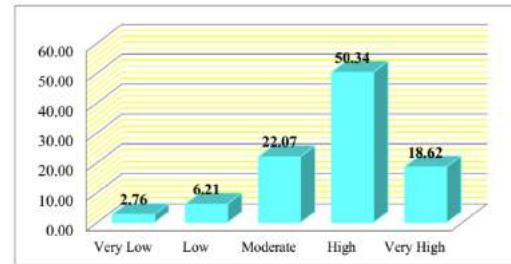
Graph 3 Description of self-control in learning mathematics

In chart 3 control description in studying mathematics, students of Junior High School of Padang at the level of high category with 50.34 percent of the 145 respondents surveyed. This data is extended by a mean of 3.77, approaching category 4.

On the results of further analysis of the data obtained on the graph 3 in the category of low and very low as much as 9.0 percent. This means that a small portion of students is still a touch of self-regulation training services, they have indicated there has a problem with self-control in learning mathematics in Junior High School Padang.

Description of seeking help learn math
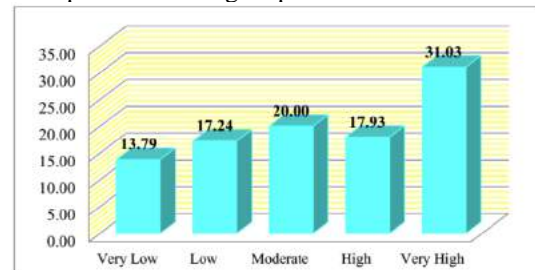
Chart 4 Description of seeking help learn math

In chart 4 descriptions seek help learn math, students of Junior High School of Padang at the level of very high category with 31.03 percent of the 145 respondents surveyed. This data is Extended by a mean of 3.07, approaching category 4.

On the results of further analysis of the data obtained on the graph 4 in the category of low and very low indeed still be found as much as 31.00 percent. This means large enough students are in need of a touch of self-regulation training services, have indicated they have problems with seeking help learn math in Junior High School Padang.

Description of motivation to learn math
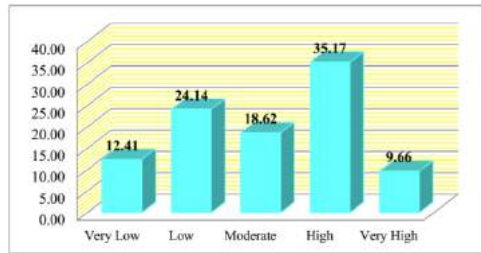
Graph 5 Description of motivation to learn math

In chart 5 description of the motivation to learn mathematics, students of Junior High School of Padang at the level of very high category with 35.17 percent of the 145 respondents surveyed. This data is extended by a mean of 3.11, approaching the 3 categories.

On the results of further analysis of the data obtained on the graph 5 in the category of low and very low they found as many as 36.6 percent. This means large enough students are in need of a touch of self-regulation training services, have indicated they have a problem with motivation to learn mathematics in Junior High School Padang.

Description make math learning strategies
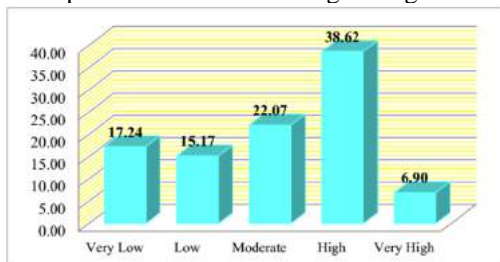
Graph 6 Description make math learning strategies

In the graph 6 descriptions make math learning strategies, students Junior High School of Padang at the level of very high category with 38.62 percent of the 145 respondents surveyed. This data is extended by a mean of 3.53, approaching category 4.

On the results of further analysis of the data obtained on the graph 6 in the category of low and very low they found as many as 32.4 percent. This means large enough students are in need of a touch of self-regulation training services, have indicated they have a problem with making math learning strategies in Junior High School Padang.

Description of the self-evaluation in learning mathematics.
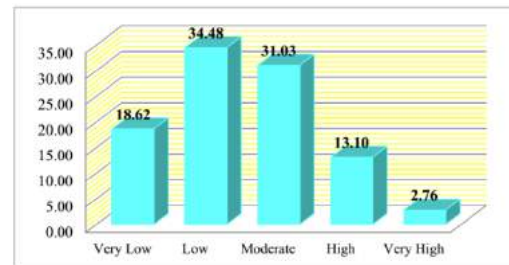
Chart 7 Description of the self-evaluation in learning mathematics.

In chart 7 the description of the self-evaluation of learning mathematics, students of Junior High School of Padang at the level of the low category with 34.48 percent of the 145 respondents surveyed. This data is extended by a mean of 2.17, approaching the second category.

On the results of further analysis of the data obtained on the graph 7 in the category of low and very low they found as many as 53.1 percent. This means that very many students need a touch of self-regulation training services, have indicated they have a problem with self-evaluation of learning mathematics in Junior High School Padang.

For more summarily above description, the following profile recapitulation SRL serve students in mathematics at Junior High School Padang.

Table 2   Recapitulation of profile Student SRL in Mathematics at Junior High School at Padang

		1	2	3	4	5	Total	Mean	Kesimpulan
SRL	Frequency	15	13	39	66	12	145	3.67	High
	Percent	10.3	9	26.9	45.5	18.3	100.0		
MTB	Frequency	21	60	28	32	4	145	2.09	Low
	Percent	14.4	41.1	19.3	22.1	2.8	100.0		
KDB	Frequency	4	9	22	73	27	145	3.77	High
	Percent	2.8	6.2	22.1	50.3	18.6	100.0		
MB	Frequency	20	25	29	26	45	145	3.07	Very High
	Percent	13.8	17.2	20.8	17.9	31	100.0		
MBB	Frequency	18	35	27	51	14	145	3.11	High
	Percent	12.4	24.1	18.6	35.2	9.7	100.0		
SB	Frequency	25	22	32	58	10	145	3.53	High
	Percent	17.2	15.2	22.1	38.6	6.9	100.0		
EDB	Frequency	27	50	45	19	4	145	2.17	Low
	Percent	18.6	34.5	31.0	13.1	2.8	100.0		

- 1=Very Low
- 2=Low
- 3=Moderate
- 4=High
- 5=Very High
- SRL= *Self-Regulated Learning*

- MTB= set a goal of learning mathematics
- KDB= control in studying mathematics
- MB= motivation to learn mathematics
- MBB= seek help learn math
- SB= create strategies to learn mathematics
- EDB= evaluation in learn math

According to the table 2 profiles SRL students in mathematics at Junior High School Padang. The average at the high category. Skills of students in organizing, directing, and managing self-learning in mathematics, covering the skills (1) set a goal of learning mathematics is at the low category, (2) control in studying mathematics at the high category, (3) seek assistance learning mathematics are at very high category, (4) the motivation to learn math at the high category, (5) make mathematics learning strategy at the high category, and (6) a self-evaluation in learning mathematics are in the low category.

It can be concluded, SRL profile of students in mathematics at Junior High School at Padang. The skills students in learn math in setting goals and self-evaluation in learning mathematics is low. Self-control skills in learning math, seek help learn math, motivation to learn math, and make math learning strategies students Junior High School at Padang .

DISCUSSION

The results of the analysis of this study indicate SRL students in mathematics at Junior High School Padang. Self-control skills in learning math, seek help learn math, motivation to learn math, and make math learning strategies students Junior High School Padang. While the skills of students in setting goals mathematics learning and self-evaluation in learning mathematics is low.

Suitable with the objectives of this study, to look for a profile of SRL in mathematics. On the results of the analysis found skill set goals of mathematics learning and self-evaluation in learning mathematics low data obtained, it can be used as the basis for the development of research lankjutan in the framework of self-regulation training, a focus on mathematics.

The general picture of research results is in line with the opinion of Eggen and Kauchak (1997) describes the skills of self-students regulate the process of using the power of thought and behavior achieve their learning goals. While Corno and Mandinach (1983), lebib pointedly explained SRL is a strong concerted effort to use cognition and affection to excel in learning.

So is the case with, self-control skills in learning math, seek help learn math, motivation to learn math, and make math learning strategies, proven empirically done by students of Junior High School Padang

Although empirically for skills in setting goals mathematics learning and self-evaluation in the low mathematics learning has not been done well.

It is actually quite in line with the characteristics of students who have SRL high, they have the skills to learn: (1) independent in doing the task, (2) plan and regulate the use of study time, (3) utilize the resources available, internally and externally, (4) changing the difficulty in learning to be a challenge, (5) controls the learning process, (6) evaluate student achievement, (7) persistent in learning, (8) understand and extract meaning in learning activities, and (9) realize that learning requires strategy and effort (Rochester Institute of Technology, 2000: 388).

The findings of this study, further strengthens that SRL as a learning skills, organize, direct, and manage in studying the mathematical subjects occurs naturally in every student. Can be affirmed that the skill set, direct, and manage themselves in learning in mathematics happens naturally. It covers (1) set a goal of learning mathematics, (2) control in studying mathematics, (3) seek help learn math, (4) motivation to learn mathematics, (5) create strategies to learn mathematics, and (6) a self-evaluation in learning mathematics, empirical has terbentul well will make them active students organize, direct, and manage in studying.

CONCLUSION

SRL students in mathematics at Junior High School Padang. Skills (1) control in studying mathematics, (2) seek help learn math, (3) motivation to learn mathematics, (4) make mathematics learning strategy, this fourth skill in learning found a high average. While (5) set a goal of studying mathematics and (6) a self-evaluation in learning mathematics students Junior High School Padang has a low average.

The results of the analysis can also be concluded that the SRL students in mathematics and study skills as an indicator of six naturally occurring (natural) in the process of learning of students in the subjects of mathematics at Junior High School Padang.

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STRATEGY IN INTRODUCING ENGLISH TO EARLY CHILHOOD EDUCATION

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ABSTRACT

English is an international language that becomes universal which dominating the world wide communication in connecting and transfering knowledge throughout the world. It triggers assumptions that english mastery is a crucial need for people today, since english mastery allows people to expand their international connectivity easily. Language needs to be developed due to the growing stages which must be experienced by early childhood learners. The roles of language for early childhood learners are as a means for thinking, listening, speaking, reading, and writing. Through language, someone is able to convey the wishes and opinions to others. It becomes one of the matter of urgency since early childhood which soon need to be answered in revealing the wonder of knowledge through English. Strategies and sets of learning activity in introducing English since early childhood are required to fulfil the language development stage for children especially in English.

Keywords: English language education, early childhood, and learning strategies

In the globalization, human resource are being force to fulfil skills including foreign language, one of them is English as an international language. If people are able to mastering english, they will mastering the knowledge, technology, and be able to communicate with others easily. Due to the important of english for indonesian, education leraning in Indonesia are competition in teaching english as one of skill that are need to be developed. Nowadays, an english course are being taught in elementary up to senior high school. Moreover, kindergarten either early childhood education are starting to introduce english to the students. Eventhough, english learning in the early childhood are being famous since they learn their first language.

Based on the assumption that children are a fast learner than the adult (Santrok, 2007), a research done by Johnson dan Newport, 1991 (Santrock, 2007) shows the childhood, 3 until 7 years, Chineese and Korean immigrant who lived in America, their english skill ar better than the olders or the adult. Another research stated the effectiveness of mastering the foreign language since childhood by Mustafa (2007), that children who are mastering the foreign language are special in their intellectual, academic, speaking, and social. Moreover, Mustafa (2007) said learning a foreign language since childhood helps their growing proccess in learning their own languange and culture. It dues to they have more capable ability toward languange and foreign culture.

In the golden age, 0-6 years, children have many abilities in learning optimally and it will lead them to their growing development stages. In the golden age, children are able to absorb idea and knowldge or courses better than the adult since they have a chance to develop their ability. Therefore, golden age is a crucial time to find their potency. So, giving an education to the children are very important matters to help their growing process.

Urgency of english education for early childhood

Nowdays, english are important. Lot of parent want to give their children an english in early childhood. It is not an easy job to teach the early childhood about anything. Teaching english to early childhood are different ways in teaching teenagers or adult. In the early childhood, teaching english as an introductory. So, early childhood are being taught the basic of english through playing, it is playing by learning. By using this method, the early childhood are being calm, it makes them feel happy and cheerful so, they will be easier in receiving the lesson.

Learning English in early childhood only limited introduction and basics only. So, we as educators to teach them things that are very basic advance, for example letters of the English alphabet, numbers, assorted fruits, all kinds of animals, a variety of colors, and a little conversation simple and easy (such as good morning, how are you, etc.).

The active role of parents is very necessary in this case, in other words, parents are required to know a bit of English so they can buy a book on basic English and teach it to their children at home. Below are some of the reasons why children from an early age should be required to master the English language, among others:

1. The geographic factor becomes the first reason why Indonesia needs to learn English. Indonesia is surrounded by state-country the majority of the population uses English as a first or second language. These countries include Singpura, Malaysia, the Philippines, Australia, and others. By learning English will be easier for a person to communicate with another person if one day go abroad.

2. English should be studied because of its widespread use as an international languange commuination. To be able to communicate with people of different cultural backgrounds and the State of the Union, English has become the main option that is often used in communication. Examples are easy to see there in the world of tourism. The tourists who travel abroad usually use English to communicate with local residents. In addition, English is also the official language of instruction in the world of transportation in the air and at sea.

3. The information contained in the world are also mostly using English as the language of publication. Can we take the example of the Internet, most of the sites on the internet information provider speak English. Not only on the Internet, books are also not a few who use the English language. With fluent in English would greatly assist children in exploring and accessing sources of knowledge from the media written and electronic media.

Learning English for Early Childhood Education aims to: 1) introduce English pronunciation skills. This is realized by means of: pronounce English vocabulary with the correct pronunciation, memorize each English vocabulary with meaning, singing songs in English, responding to instructions with actions or utterances lightly. The results of study showed when learning using pictures, games, and songs are integrated more effectively to teach English vocabulary for kindergarten children. Kids learn about the environment and absorbing knowledge through what they see and hear. In fact, 55 percent of children's knowledge gained from observation and hearing, so that the senses of sight and hearing is the gateway entrance of science into the child. Factors affecting the acquisition of vocabulary in preschool children include environmental factors and shelter, economic factors, factors of parental education, as well as the factors that come from the children themselves. The second objective, the education of English in kindergarten aims to develop language skills with measures. Topics of the discussion relating to matters that are within the context of the situation. In this case the students are encouraged to practice interacting with his

partner, so that elementary students have no difficulty in pronouncing English because basically learning the language must be spoken and frequently practice to be flexible in pronunciation.

The role of the English language is very important for children about the global world is like, with one language, namely English, children can travel around the world, because the English language has been used in different countries even though as a second language as an official language in each country. English is a language that is very important in the international world, especially in the current era of globalization to communicate with other people in different countries. By mastering the English language, people will be able to log in and access the world of information and technology. With the introduction of English in kindergarten, the students will recognize and know English early. Thus, they will have a better knowledge base before proceeding to higher education level.

The third objective is improving child language acquisition. More and more people are able to communicate in English then the sooner the process of knowledge transfer. Kids can obtain two or more languages properly if there is a consistent pattern of social communication, such as with whom to speak anything, where speaking what, or when speaking of anything.

Stages in Learning English & Methods of Teaching English to Early Childhood

Teaching English gradually. Similarly, learning Indonesian children do not immediately learn to speak, read and write simultaneously. Before she could speak in Indonesian children must listen first Indonesian. If he had never heard such language, he may not be able to speak. It cause deaf children usually also automatically mute because he could not hear so it cannot imitate. So in essence, learning any language the same way. Here are the stages in learning English for children, namely:

1. Listening. Besides heard us speaking children can also learn how to read to hear the story in English, chanting simple or by watching DVDs and VCDs in English. But for the beginning of knowledge, select the words few and simple.

2. Speaking. Once the child is often heard in English, children can be encouraged to speak in simple sentences. Apply 30 minutes a day as a family to speak in English. The withdrawal of children under five who are just starting to talk, children also start speaking in English language only one word for example car when you want a toy car. Then develop into short sentences, like I want the car.

3. Reading. There are two common methods to teach children to learn to read in English that is the whole language approach and phonic. whole

language approach is a method of learning to read by making the language as a whole are not separated. Learning to read should also be in accordance with the context. This method is more emphasis on the meaning of a word. For example, when seeing the word cat (cat) child immediately told that it read "ket" and it means the cat. Normally children learn to read by the system remembers (memorize) words that have been mentioned. The advantages of this method is faster child can read but will have difficulty when it came to writing the word on purpose, especially words that are long enough. Phonic is a method of learning to read through the letter sounds with how to spell one by one suppose cat (cat) means spelled keh - e - tea and read "ket". Every word in the dust into letters. Because children learn through a spell then takes longer to read. But excess easier when children have to write down the words he heard. To facilitate children learn to read should select books appropriate to their level. Suppose children just starting to read, select books that consists of only one word suppose the first page there is a picture underneath the apple and the words This is Apple. After that could be tried with other words suppose I like banana. Children can create their own books like it or get it through reading A to Z.

4. Writing. This is the most difficult stages in learning English because there are many rules that must be obeyed. Usually the Indonesian people would have difficulty speaking in English. Actually it is not because it can not, but because of fear of being wrong. Yet even if we are wrong to say the arrangement of a few sentences or incorrect grammar was our speaker will understand. But that's not writing, when we do a lot of grammatical errors and spelling how it could be people who read us do not understand what we write. Because of this relatife hard, then write into the final stage. Do not rush to teach grammar or writing if the child has not mastered the three previous stages. To teach Grammar should be done implicitly through the book that contains sentences that same pattern. Let's say if the first page contains the sentence past tense next few pages also patterned past tense. So after a few repetitions children can get an idea of the sentence when it used the past tense. If children are taught grammar explicitly that with a lengthy explanation about the past tense complete with formulas that must be memorized then the child will be confused and end up afraid to write. Such as when speaking children should start with writing a single word, then one short sentence, and then one long sentence, then a paragraph and so on. Maybe later without you

realizing suddenly the child is able to write a book in English.

Various methods can be used for learning English early childhood, among others:
1. Method of TPR (Total Physical Response Method)
This method was developed by James Asher, a professor of psychology at California State University San Jose. This method is the appropriate method to teach English at an early age where children prefer learning activity directly related to physical activity (physical) and movement (movement). In this method, Asher said that more frequent or more intense stimulation of memory a person is given the stronger the memory associations connected and easier to remember (recalling). Memorizing is done verbally with the motion activity (motor activiy).

Asher also concluded that the role of emotional factors are highly effective in children's language learning, language learning means to engage with mobile games combined with singing or storytelling will be able to reduce the pressure of one's language learning. He believed that with joy in the child (positive mood) will give a good impact on the children's language learning.

Learning examples of this method are as follows: when introducing a word stand up (stand up) all the children stood up while listening (listening) said stand up and pronounce (speak) the words that stand up. Here we as educators do not need to insist on the introduction of written language (written language) even though we can occasionally write these words but not a necessity. Then we can strengthen the introduction of the words while singing songs and moving the appropriate command:

Every body sit down, sit down, sit down
Every body sit down just like me
Every body stand up, stand up, stand up
Every body stand up just like me

Activity introduction of English with this method is expected to take place continuously and gradually, especially with learning by attracting so that children can be happy and cheerful will maximize the child's ability to learn a second language so it would appear Indonesian children who are fluent in English.

Teaching English By Using Song
This method is one method to teach English using chants / songs segai medium. Given English is a foreign language in Indonesia, of course, the learning process requires appropriate and effective approach. The success of English learning in early childhood is strongly influenced by the ability of a teacher to present the process of teaching and learning interesting and fun for children. Not just

with the singing alone but singing is accompanied by the music will help the learning process in children. Because music can enrich spiritual life and provide a balance of life in children. Through music, people can express their thoughts and feelings of his heart and can control the emotional aspect. The singing is part of the music. In essence, singing for children is as follows: a) Emotional language, where the singing child can express his feelings, a sense of fun, funny, awe, emotion.b) Tone languages, as can be heard, sung, and communicated.c) Language motion, motion on singing depicted in bars (motion / beats regularly), the rhythm (motion / short length irregular beats), and the melody (high-low motion).

Advantages teach English using the singing is as follows: a) Through songs will motivate children to enjoy learning English. b) With singing children be happy and easier to understand teaching materials are delivered. The ability of teachers to choose songs and create movement in accordance with the age of the child's development will have an impact on the success of the process of learning English in early childhood. c) Through songs and a variety of learning activities, educators can foster the child's interest to be happy and to learn, even a child can make it easier to understand the material presented. d) Kids made fun, do not get bored, and are interested in following the learning process. With the singing of a child will be faster practicing a material submitted by educators. In addition, a child's ability to hear (listening), singing, creativity (creative) can be trained in this way.

Teaching English By Using Games

Learning English using games as a medium has keutungan as follows: a) Delivery of material can be homogenized. By using game media in learning activities, then there will be uniformity in the interpretation of the educator subjects of the subjects that will be delivered to children. b) The learning process more interesting. Media game consists of visual elements (can be seen), audio (audible) and motion (to interact). So, this media can arouse children's curiosity, educators, allowing the child to touch the object of study subjects, helping them concretize something abstract and so on. c) Child's learning process more interactive. The element of AI (Artical Intelegence) or artificial intelligence in the media game, there will be a two-way communication in which the questions appear randomly on the computer screen and the child will answer that question. With the high computer at programming AI, the game is made

to be more complex, tailored to the abilities of the child. An example is a simulation game. d) The amount of time learning and teaching can be reduced with the game media, the educators do not need to spend a lot of time to explain the material. With the media game, children can train themselves by interacting with the media on a matter which game they want to learn. e) The quality of children's learning can be improved. Besides being more efficient in the teaching-learning process as described above, the media game can help children absorb the subject matter ssecara deeper and intact. This is due to the media game more interesting because there are elements of visual and audio but also interactive which makes children can interact with the game program on a subject. An example is a quiz game. f) The process of learning can happen anywhere and anytime. Increasingly rapid technological development, enabling the child at this time can have a laptop at a cheap price. This device has the advantage can be taken anywhere and can be used anytime. Media games are usually shaped interactive CDs that can be used anytime. So the media game as a learning medium can be used anytime and anywhere. g) A positive attitude of children towards learning materials as well as to the learning process itself can be improved with the media, teaching and learning process more interesting. This can increase the love and appreciation of children to science and learning process.h) The role of educators can be changed to a more positive and productive. First, educators do not need to repeat their explanation when this medium is used in learning. Secondly, by reducing verbal descriptions (oral), educators can pay more attention to other aspects of learning. Third, the role of educators is no longer just a "teacher", but also a consultant, adviser or manager of learning.

Teaching English By Using Stories

Learning English can also be done by reading a short story in English. By reading the sentence perkalimat English but are still easy to understand will greatly help your children understand the story of the English language. Implementation steps of learning English with storytelling as follows: a) Prepare media, props and if necessary an educator must memorize the story first. b) Create an atmosphere that is fun, convenient, and makes children curious about the stories we read. c) Before telling a story, make an appointment with a child with the words "Do not anyone asked before she completed the story. If anyone wants to ask postponed yes ".d) Well read stories with passion and as attractive as possible. e) Once finished reading the story ask the child to repeat what we tell you.f) And if anyone asks welcome

5. Opening and Closing Classes in English

By opening and closing with English classes will be more fun and make children more enthusiasm in the learning process. This method can also help children to learn English. E. Material & Variety of Teaching and Learning English For Early Childhood English material accidentally presented to facilitate the participants in practicing in their respective places. In early childhood, the material being taught as follows:1) Phonic (Recitation)2) Vocabulary (Vocabulary). 3) The phrase every day. 4) English Song. 5) Music and Movement (Music and Movement) 6) Story Telling. 7) Games, 8) Poe. 9. Etc ...

English is taught material should match the existing theme in the kindergarten curriculum. The themes are taught also need to be developed as attractive as possible so that children easily catch what has been taught by the teacher, the theme of the material in English for early childhood, among others:

1. Yourself (My body / Five Senses)
My body of Five Senses
Head (Head) Eyes (Eye)
Hair (Hair) Nose (Nose)
Cheek (Cheek) Oral (Mouth)
Hand (Hand) Ear (Ear)
Legs (Foot) Skin (Skin)

2. My family (Core Family Members)
My family
Father (Father) grandmother (Grandmother)
Mother (Mother) uncle (Uncle)
Brother (Brother) Bibi (Aunty)
Sister (sister) Cousin (Cousin)
Grandfather (Grandfather)

3. Animals
Carnivora Herbivore Omnivore
Dog (Dog) Ox (Cow) Chicken (Chicken)
Lion (Lion) Goat (Goat) Duck (Duck)
Tiger (Tiger) Rabbit (Rabbit) Rat (Mouse)
Bear (Bear) Deer (Deer)

4. Natural Environment (my garden)
fruit Vegetable
Apples (Apple) Spinach (Spinach)
Oranges (Orange) Carrots (Carrots)
Wine (Grape) Cabbage (Cabbage)
Papaya (Papaya) Beans (Bean)
Banana (Pisang) Potato (Potato)

5. Social Environment (Profession)
Profession
Teacher (Teacher) Machinist (Machinist)
Police (Police) Master (Helmsman)
Doctor (Doctor) Judge (Judge)
Farmer (Farmer) Army (Army)

Fisherman (Fisherman) Pilot (Pilot)

6. Objects Around (Vehicle)
Vehicle
Bicycle (Bicycle) Train (Train)
Motor (Motorcycle) plane (Plane)
Becak (Pedicab) Ship (Ship)
Cars (Car) Trucks (Truck)
Bus (Bus) Helicopters (Helicopter)

7. Culture (The Beautiful)
Worship place
Masjid (Mosque)
Church (Church)
Pura (Temple)
Temple (Shrine)
Vihara (monastery)

8. Objects Universe
Objects Universe
Star (Star)
Moon (Moon)
Sun (Sun)
Planet (Planet)
Meteor (Meteor)

To provide a good education in early childhood must understand their characteristics and determine the needs in accordance with the level of their development. Thus we can provide activities that fit their needs and in an appropriate manner as well. In accordance with the world of early childhood, they learn through play (learning through play) and play is a learning process for them (playing is learning), then we give them activities to be in a way that suits their world is playing. English learning activities for kindergarten are as follows: a) Games and Songs with action. Games and songs that follow body movements. b) Total phisycal response activity. The activities were followed by physical movement as a whole. c) Tasks that involve; coloring, cutting and sticking.Tasks that involve coloring, cutting and sticking. d) Simple repetitive stories. Simple story repeated. e) Simple question and answer simple question and answer activity

CONCLUSION

Education English as a first foreign language in Indonesia would be ideal to start from an early age, especially before they hit the age of 12 years. Early childhood is children ages 0-8 years of age, especially children at kindergarten. At that age range is the golden period of development of a child's language ability. They've been able to learn any language as native speakers so during this period should be utilized as well as possible. Learning English at an early age children should still hold to the principle of learning through play

and interest in children, so that the learning process can run up as expected without departing from the rules of learning in early childhood and remained true love for the mother tongue.

Variance methods, materials, themes and types of activities in the implementation of English language learning as early childhood learning can be developed according to the needs and the level of achievement in the language development of each child in accordance diversity and culture of the child's residence.

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PRESERVING THE DIMINISHMENT OF INDONESIAN NATIVE CULTURES IN THE GLOBALIZATION ERA THROUGH FORMAL AND NON FORMAL EDUCATIONS

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ABSTRACT

In this globalization era, the advancement of technology affects positively to the development of each country. In the same time, the presence of globalization unwittingly has influenced to diminish Indonesian native cultures. This study used descriptive qualitative method. The finding shows that the originality of Indonesian native cultures remains 15%. Meanwhile, it is still 35% in the middle and small cities. Village areas have the stronger condition which it is still sustained up to 50%. The native cultures should be kept preserving. In short, the Indonesian local cultures are appropriately preserved through informal, formal, and non-formal educations. It is suggested to schools stakeholders and society to keep sustaining the cultures by conducting local arts competitions among schools in across regions.

Key words: native cultures, globalization, formal and non-formal educations.

Indonesia is well-known as a country with a pluralistic society. According to Sulalah (2012) it can be observed from the reality of Indonesia condition. An evidence of the pluralism is in Indonesian slogan "*Bhinneka Tunggal Ika*" meaning one in the diversities. Heterogenic society in Indonesia is various in many aspects including politics, social, economics, and cultures.

Indonesia is formed from a variety of tribes, ethnics, cultures, languages, and religions. The diversity let Indonesian become multicultural. Indonesia is a developing country and trying to be more developed and be able to compete with developed countries. The fast pace of globalization affects to the global advancement especially in Indonesia. The modernization brings great influences to any aspects of life in terms of ideology, politics, economics, social cultural, defense, and security.

The cutting edge technology like Information Communication and Technology (ICT) is a major factor supporting the globalization era. It results in the ease of accessing any forms of information globally. Distances across countries seem closer. Therefore, the presence of technology is not inevitable because ignoring technology will only let a country left behind from other countries. The positive and negative impacts of globalization era in term of social cultural are obtained like imitating the cultures, and advance ways of thinking. People worldwide have begun to be keen on hard working life style. The disciplinary of developed countries integrated with their utilization of modern science and technology have supported and created the ease of fulfilling their necessities of life. Beside the positive impacts, some adverse impacts are also contributed by globalization. One of them is the diminishment of Indonesian local cultures.

While Indonesia is popular for the rich of cultures, people have started to forget them. The local cultures inherited from the ancestors are less attractive for them due to the presence of foreign cultures coming into Indonesia. Types of food, Eating habits, local clothes, typical local house, weapons, local arts, and other cultures are getting forgotten. Beside the cultures, their daily local customs and traditions such as fashion styles and even welcoming guests are changing. The customs of various special events especially in big cities are rarely held in the houses since they think it is impractical and complicated. The shifting to the modern era is getting noticeable in the big cities. As cases in point, marriage and birthday parties are nowadays held in the stars hotels serving western food. The recent custom is deliberated more practical, fast, and luxurious. In the similar condition, the traditional fashion styles wearing *sewek* and *gelung konde* is now changing into modern fashion styles. People think that the modern one is more practical and interesting. Nowadays, the women like to wear white long skirts and the men are keen on wearing suits instead of *blankon*. The entertaining shows are rarely performing traditional dances such as *gambyong, bondan, lilin*, or *srampang duabelas*. The people prefer to enjoy modern pop music and listen to western songs. Communication by mailing/letters have been abandoned due to ICT development. They are preferring to use telephone, email and social media as a mean of communication (Ruminiati, 2008).

It is necessary to remember, Indonesia was in the great movement of reformation in 1998/1999.

This incident affected to Pancasila values, having role as philosophy of life, a country foundation, and a filter from foreign cultures, has been less significant. The reform movement increased the ease of globalization affecting the local cultures comes into Indonesia. This let the globalization influences the cultures easily since the less significant roles of Pancasila values. The fast pace of globalization with the tremendous reformation can shift Pancasila values, a filter of nation cultures, through the use of internet. Pancasila values served into P4 are implemented on all levels of society. Through this way, foreign cultures would not stay longer in Indonesia due to its inappropriateness to the Indonesian characters. Take disco/club as the example. This western party style may come into Indonesia yet it would not remain longer since it is opposite Pancasila values, also Indonesian characters and native cultures.

Accordingly, the weak filters lead to the shifting of Indonesian local cultures into westerns way of thinking. The way of thinking incidentally opposes the famous Indonesian culture for its Eastern tradition. This results in the emergence of moral crisis facing Indonesian in any levels of society, both political elites and individuals. Beside the problem is a threat to preserve Pancasila values and ancestors' cultures. It is required for us to recognize the formation of Indonesia, extending from Sabang to Merauke and consisting of thousands of islands. Thus, it was a correct decision that precursors of Indonesia formed the country into the united county of the Republic of Indonesia (NKRI).

According to *Statistische Zakboekjo voor nederlandsch-in-die* (in Ruminiati & Untari, 2011), the percentages of the biggest ethnics in 34 provinces include: Java 47,02%, Sundanese 14,53%, Madurese 7,28%, Mingkabau 3,36%, Bugis 2,59%, Batak 2,04%, Bali 1,88%, Betawi 1,66%, Malay 1,61%, Banjar 1,52%, Aceh 1,41%, Palembang 1,30%, Sasak 1,12%, Dayak 1,10%, Makasar 1,09%, Toraja 1,94%, and others 9,54%. Data from ambassadors of TNI shows that the numbers of islands in Indonesia are 17.504 islands. The named islands are 5.730 and the nameless ones are 11.801 islands. Meanwhile, the width of areas is 1,9 million km^2 of land areas, 3,1 million km^2 of the inland seas, 81.000 km of sea shores and 3,0 km^2 Exclusive Economic Zone (ZEE). They are split into several provinces.

The data shows that it is difficult to keep the unity and sustain the local cultures of Indonesia from the impacts of globalization. As the influences of globalization and modernization are required to address inclusively and seriously, it is expected that the challenges can be anticipated by strengthening the cultural aspects through informal, formal, non-formal education as well as developing the local wisdoms as an endeavour to preserve Indonesia native cultures. The problem may be tackled faster if the educations are implemented in family, school, and social environments. Furthermore, it is also important to develop and sustain the local wisdoms. It must be highly supported and preserved.

The followings are the detailed description about the roles of informal, formal, and non-formal educations. Information about important points to preserve Indonesian local cultures is also provided:

Informal Education

Starting from education in their family, a child has been introduced to the culture in their neighborhood. Since they are born, they have been raised using local customs and culture. For example the Javanese culture, when a child is born, the parents hold a ceremony to express their gratitude toward their baby born. When the baby is seven months old *(pitonan bayi)* in *Javanese culture)*, there will be a ceremony for them; it is called "*medak siti*". This ceremony is to let the baby to step on the ground for the first time. In this ceremony, the parents will invite the neighbors and families to give a blessing to the baby, while other regions have different ways to hold this giving-blessing ceremony. Even for a wedding ceremony, each region has different customs to celebrate. Indeed, since the children are young, they have been unconsciously introduced to the local customs and culture where they live. Therefore, the traditional customs and culture grow on their life and it is known as informal education.

Formal Education

Customs and cultures that have been taught to a child in the family can be strengthened in the formal education. It would be better if the curriculum of education not only consists of the eighteen basic characters of Indonesia, but also local customs and culture in each region. Therefore, the Indonesian curriculum of education should include the local customs and culture from the thirty-four provinces in Indonesia. It can be started from primary to secondary schools, even to university level. The curriculum for developing local customs and culture, yet, should be considered in every level of education. For example, in the celebrations of the Indonesian's Independence or the farewell parties, the performing of traditional dances, songs, and any other traditional arts are presented in order to introduce the varieties culture in Indonesia. In Ponorogo, for instance, the traditional culture and arts are integrated as local subject in the curriculum. The traditional culture and arts are not only those come from Ponorogo,

but also those from other region in Indonesia, such as Srimpi dancing from Yogyakarta, "Lilin" dancing from Sumatra, etc. The traditional children games, indeed, should be re-introduced to the nowadays children; they should know kinds of traditional children games. By inserting the local customs and culture into curriculum, these customs and culture can be preserved well. Even in university level, there is art and culture department; a department that learns about traditional culture and arts all over Indonesia. Moreover, formal education plays important role in preserving the local customs, culture, and arts.

In order to preserve the local cultures and arts, it is not only necessarily done in primary and secondary levels, but also among academicians, such as the International Conference on Education and Training held by Faculty of Education, Malang State University in 2016. The conference discussed how to improve the quality of education and training through strengthening networking. As the opening performance, the traditional dancing from Sumatera was presented in front of the participants. It was as one of efforts to preserve the local culture and arts.

Non-Formal Education

The non-formal education is difficult to be cared for compared with the types of educations mentioned before. The rationale is, this kind of education has none to take the responsible directly. For instance, in informal education, parents have the responsible in educating their children at home, so as the teachers. The teachers have the responsibilities to educate the children at schools as part of formal education. On the other hand, in non-formal education, none has the responsibility to care for the process of education, though the chiefs of neighborhood associations (RT and RW) and the community indirectly controlled the educational process. Therefore, the existence of art studio in each region contributes greatly in preserving and developing the traditional culture and art. The tradition of Betawi's people, Lenong Betawi, for instance, will be preserved and developed better by Betawi's people themselves as Ludruk, the traditional drama from Jawa Timur, will be preserved and developed better by Jawa Timur's people themselves. Hence, the non-formal education plays important role in preserving and developing the traditional culture and arts in Indonesia. In order to maximize the role of non-formal education in preserving and developing the traditional culture, it is necessary to non-formal education

to hold art competitions from different regions in Indonesia.

METHODS

This research used qualitative method which the aim was to investigate the condition of the traditional culture in Indonesia. The descriptive qualitative method is used to describe the existence of the traditional culture in Indonesia nowadays. The participants of this research were 20 people; they are Graduate students from P2TK Malang State University (UM) who are from Sabang to Merauke and Undergraduate students from Malinau, Papua, Aceh, NTB, and Jawa. The participants were randomly selected. The data were collected from interviews, questionnaires, and the documentations from kinds of traditional culture in Indonesia. It is also supported by the findings of the previous researches. The data analysis was conducted by describing the result from interviews and documentations of the extinct, on-going extinction, and preserved culture. In qualitative research method, the data analysis also included the result of questionnaires and crosschecked with the result of data analysis from interviews and documentations. The result of crosschecking, then, considered as the findings.

RESULTS AND DISCUSSION

Based on the results of the interviews, it shows that the traditional culture in Indonesia tends to be abandoned by young people. Furthermore, the extinction of the traditional culture in big cities cannot be avoidable. Young people nowadays are more interested to modern culture that they consider it is more interesting and practical. Internet contributes greatly in the process of modernization because of its easiness in accessing. Even so, there are only 15% people who still keep the tradition.

On the other hand, there are 35% people who still keep on the tradition in towns. It is because only some people are able to access the internet; those are the young people. They are able to access the internet since the recent productions of mobile phones also provide some programs that allow the users to access internet easily.

The same finding also happens in the villages. There are 50% people are still keeping the tradition. It is because internet is not easily accessed and only few people are familiar with modern gadgets, such as laptop and mobile phones. Although elementary students in the villages know how to use mobile phone, the most of the older generations still do not know about internet. However, in rural areas, people still use the tradition as their ancestors taught. Therefore, the number of tradition used in villages is higher than the other two areas mentioned earlier.

DISCUSSION

The data analysis obtained from the interviews from the participants coming from Malinau, Ambon, Papua, Kalimantan, Sumatera, Jawa dan Sulawesi can be explained as below:

1.) The first finding is about only 15% people live in cities who still keep the tradition is caused by the internet. People in cities are able to access internet easily; many information and news spread widely. There many culture that they consider more interesting and practical. As the consequence, this more interesting and practical culture can shift the traditional culture that they consider old-fashioned (Rumiyati, 2011). Globalization also plays important role in the process of shifting the culture. The number of 15% is contributed by people who are from villages or suburbs who work in cities as merchants and labors. These people tend to use the tradition from their hometown (Mubah, 2011). On the other hand, people who live in the town center tend to abandon the local traditions, because their work is always related with technology which they consider more practical. For example, how people change the tradition in wedding party. In the old-days, a wedding party was held in the house. The family and neighbors were involved in the preparation; such as cooking the dish and building the tent. Nowadays, people tend to hold the wedding party by renting a town hall, hotel, etc, because of their practical reasons. The other example is the use of Indonesian language as daily conversation rather than local dialects. However, the use of Indonesian language nowadays mixed with foreign languages results in the emergence of new words like "dicancel", and so on. It is in the same way as houses imitating typical houses in Spain or France, while a native style like typical Joglo houses have been abandoned and it is no more found in urban areas. In term of arts, it can be noticed that people are more interested in dynamic Korean dances than their local dances such as Serimpi dance. They have commenced to forget their traditional weapons as Keris, and be fascinated more in guns just like what Sumardjan envisaged about it (1964).

Wilhelm (in Mubah, 2011) points out that cultural diminishment have occurred since the development of Information and Technology (IT) era introducing satellite as well as Science and Technological advancement. Since then, there has been infinite distribution of information. In accordance with the presence of foreign influences; Saidi cited in Mubah (2011) contends that the process of homogenization have been held since liberalization era in Soeharto presidency; foreign cultures have begun to come into Indonesia.

The condition results in the emergence of problems, one of which is degeneration of native cultural values of Indonesia such as the use of language styles, fashion styles, diet, IT, and other trends of lifestyles. In the same condition, patriarchal cultures get going to be shifted as well, which it results in the possible opportunities got by females to own public properties used to possess by males (Ruminiati, 2010). The globalization era is also considered to have profound influences on the social life indicated by the development of internet networking, institutional pace, and international participation. Hence, it is not a surprise if the native culture has been abandoned by urban people. This remains 15% of possibility to remember the originality as the utilization of Science and Technology by city inhabitants.

2.) Meanwhile, the finding shows that in the middle or small cities, the native cultures in the areas are still sustained strongly accounting for approximately 35%. It is reasonable as the tendency of heterogenic inhabitants in middle/small cities consisting of native people and newcomers. Accordingly, it is not all people are influences by globalization flow. Some people are still not familiar with internet, meaning that there are still quite lots staying with their native cultures. It is also not few who keep their belief, that it is sinful to let the daughters get married and make her abandon the local customs. This is understandable since the customs such as *siraman, panggeh manten dengan kembang mayang, kucar-kucor* in Java custom, have their own meanings. This is the reasons why the people may feel guilty or sinful to abandon their customs and traditions. This is admittedly need time to get the indigenous cultures back considering Indonesia consists of thousands of islands. Ruminiati and Untari (2014) state that modernization as internet may not be enjoyed by the whole nation, particularly by remote areas inhabitants, in the country. This is acceptable since Indonesia has 34 provinces spreading in 17.504 islands although some are still deserted.

In the middle cities, even not all people understand about the term of globalization. Robert Keohane (2000) explains the process of contemporariness from globalism defined as globalization. In addition, interdependence of globalization is another part of globalism. It is also about spreading ideas, meanings, and values worldwide using particular methods to make social relationships. Therefore, it is necessary to expand the relationships. Dietary style on some urban people are having tendency on; especially youngsters; consuming fast food such as Pizza, spaghetti, hamburger, fried chicken and instant

noodle that they can get easily in restaurants and they think more interesting. The elderly group in big cities also has similar preference to the young generation. People in big cities have started to forget their local food such as getuk, sayur lodeh, or sayur bobor. It is because the food offers them practical reason (Dahliani, 2015).

Indonesian local food like *pecel, soto, rawon, empek-empek, gudeg, timphan (Aceh), and dendeng kerap* have slowly abandoned by the people due to less attractive. The food is preferable consumed by low level communities. In fact, Indonesian women are well experienced to cook traditional food preserved from ancient period (Ruminiati, 2008). People consider that globalization has supported the presence of pace, efficiency, effectiveness centering to the practicality in doing works.

Houses styles imitate typical houses in Spain and Paris, and typical local houses like have not been found in big cities. Urban inhabitants are more interested in typical properties providing them with houses type 21,36,45,54,70 and so on. The recent people have mentioned the various types of houses instead of Joglo houses. In term of Arts, people are more attracted in dynamical Korean dances instead of local arts like Serimpi dance. Indonesian native weapon has been also forgotten since people are in favor of using revolver as the weapon. In the outskirt areas, traditional songs are still sustainably listened. Meanwhile, young people in big cities prefer listening to rock music originating from foreign countries. This condition also happens in the use of musical instruments which drums is preferable than tambours and flutes. The utilization of communication tools by letters is altered by IT advancement such as telephone, email, and media social (Sulalah, 2011).

3.) Meanwhile, the finding found that native cultures in countryside are still higher accounting for 50%. It is not surprising since villagers are not all familiar with modernization. Robert (2000) points out that *globalism* enhancing from globalization includes social and cultures. Globalization affects to behavioral awareness of each people and the attitudes toward lifestyle tradition, politic, and identity. In the prior era of globalization, it is deliberated as thin globalization, which the influences were low on the villagers, according to Ruminiati (2005), are still surviving. The culture of early marriage is also still kept alive in the area, different from the condition in big cities which the culture has been fading away (Koehane,2000).

According to Wilhelm (in Mubah, 2011), Indonesia as a developing country does not have potency of high competitiveness. This results in the inequality of bargaining position with developed countries. As a consequence, Indonesia will face serious threats of globalization to the cultures. This is different from people of remote areas who still preserve their local cultures. Therefore, it is essential for next researchers to look into further about native cultures in rural areas with expectations that there will be informants to be interviewed, Fajarini (2014).

CONCLUSION

First, thanks to the fast pace of globalization, Indonesian native cultures have been more eroded. The evidences are from the result of research conducted by Ruminiati (2015) supported by previous research showing that the originality of Indonesian local cultures in each region has been faded away due to modernization. The globalism itself is networks of countries worldwide connected interdependently in multi-continental distances. The positive impacts of globalization in the social cultural areas from developed countries are the good ways of thinking such as hard working, discipline, and the use of IT in the daily life. These can be useful to improve the national progress. Thus, the native cultures in urban cultures will have been abandoned due to the influence of IT development. This also results in the people who are more attracted in the western lifestyle instead of their own cultures.

Second, the local cultures are still more preserved in the middle and small cities than in the big cities, it is evidently found in the finding that the condition stays up to 35%. This is caused by the unfamiliarity and disinterest of internet by some people in the remote areas. There are still quite lots of elder generation preserving the local cultures. This is because the some people of middle/small cities are not well-informed yet about globalization, so they are not yet influenced by IT advancement (Keohane, Robert O, and Joseph S. Nye Jr., 2000).

Third, in the same condition, Villagers tend to preserve the Indonesian local cultures. It was found in a research that the originality of Indonesian local cultures is still sustained to about 50%. This is based on the fact that most villagers are unfamiliar with globalization, internet, and IT. Despite of knowing about mobile phones, the elder generation is illiterate to operate it. The culture of early marriage is still preserved in the countries and rural areas yet it has been not a tradition in big cities. A similar argument is contended by Ruminiati (2008) that the result of interview conducted with SM3T students stated that early marriages are still occurred in many outskirt and remote areas. In

addition, the villagers prefer to wear refined fashion style as their Eastern culture like *kebaya*.

However, most city people have preferred to wear Western fashion style especially France as the fashion center. The Western fashion style has tendency to be exposed and out of the Eastern cultures which is inappropriate with Indonesian cultures. For instance, they are preferable to wear suits instead of batik in formal occasions. For that reason, a tradition of early marriage is still happened in urban areas in spite of a few due to the effect of globalization, with percentage of 15% comparing to the number of legal marriages in Indonesia.

SUGGESTION

In accordance with the abovementioned conclusion, it is suggested for the whole nation of Indonesia that it is not right to ignore IT developments, however, it is also expected for them to also preserve the native cultures. It would be better to integrate both yet emphasis more in the local cultures. In order to prevent the diminishment of cultures, it is suggested to preserve and sustain the cultures trough both informal, non-formal, and formal education. Additionally, having enhancement in local wisdom is also a recommendation to allow it competing with foreign cultures.

It is a suitable way to try building youths' characters early in a local-wisdom-based through education. Schools are formal institutions as a basic place for education. Considering it is also a part of national educational systems having significant role to develop human resources the existence of formal education is expected to create a good-quality of human resources. A small case in point to be implemented in schools is like conducting students' activities emphasizing on the recognition of local cultures which the materials and media are related to social and cultural environment as well as needs of developments in the local areas (Sulalah, 2011).

The implantation of cultural and character values can be also conducted through non-formal education in the forms of establishing cultural arts studios in the villages. Despite of promoting it as an entertainment, this is also as a way to provide places for youngsters improving their talents. It is also necessary to improve the young people knowledge and their love to their local cultures. Traditional games which are on the edge of extinction should be more exposed. Take *gassing* as the example, this game is required to preserve considering it has lots benefits, contains cultural values, has

ability to be a regional symbol or mascot, be able to be a branch of sports measured with scores and achievement, and has arts values.

In the form of informal education, the implantation of character values can be implemented by the togetherness with the family. Considering the role of family particularly parents as the children model, they can give examples of cultural and character values to their children.

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SCHOOL ORGANIZATIONAL CULTURE
AND HOW IT RELATES WITH LEADERSHSIP EFFECTIVENESS

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ABSTRACT

Organizational culture has become a growing concern for many researchers because it potentially influences school effectiveness. Many research studies relate a particular organisational culture to management effectiveness. It is predicted to influencing most organizations as well as a school working atmosphere. However, until recently researchers have difficulties in measuring and comparing effects of particular school organizational cultures on management effectiveness. To fill this gap this article introduces the types of school organizational cultures, their relationship with leadership effectiveness, and how leaders diagnose and manage these in improving organization effectiveness.

Keywords: organizational culture, school organization, leader, principal

Organizational culture is an elusive construct that has attracted the attention of many researchers in management studies. It has become a growing concern among organizations for it potentially affects the effectiveness of their staff performance (Cameron & Quinn, 2006; Ferreira & Hill, 2008; Lewis, 2000; Key, 2000). The reasons are that the culture as one of the situational variable could become the main constraints for an organization in obtaining a higher contribution from its members (Zu, Devos, & Li, 2011). It not only decreases the quality of management, but also leads to inefficiency in operating organizations as well as school organizations.

Viewing it as one of the many situational factors, organizational culture have been recognized as critical issues, and central to management organizational studies (Burhanuddin, 2013; Cameron & Quinn, 2006; Sashkin & Sashkin, 2003; Ferreira & Hill, 2008). However, research that focus on these factors have not been given a high priority. Specifically, not many studies relate it with school environment.

Sashkin (1984) cited cultural or organisational climate as one of the organisational factors that could determine the success or failure of management techniques, such as the participative or leadership approached in an organization. Many studies relate the dependency of management effectiveness on the particular organisational culture in which it operates (Bass, 1997) as well as the school organizational systems. The specific norms, values, and expectations of the workplace culture underpin both leadership behaviour and followers' performance (Hofstede, 1980; Robbins, Bergman, Stagg, & Coulter, 2006). Research results have shown these components to be antecedents to preferred leader behaviours in organizations (Dorfman & House, 2004), as well as influencing the way the leadership processes conducted (Wallach, 1983), and its effects, as perceived by followers (Ferreira & Hill, 2008).

However, it worth noting that the discussions in this article do not include the broad elements of cultures. This topic is not aimed to introduce the whole national culture of Indonesia, rather it limits the focus on the culture that are potentially establish within the school organizational environment, and how school leaders diagnose, and influence the embedded school organizational cultures. The essence of the discussions is to explore the organizational cultures, and introduce strategies how a school leader behave in responding the existing culture in order to improve the soundness of management practices carried out within the school organizations.

How the organizational culture defined?

Hofstede (1980) defined culture in terms of the collective mental programming of people in particular environment. It may emerge in a tribal group, a geographical region, a national minority, or a nation. People within these groups such as organizations share values which become crystallised in institutions such as the family, educational structures, religious organisations, government, and associations. These reflect

common beliefs that derive from the common culture. It is acknowledged in many cross-cultural studies that differing national cultures potentially influence how leaders behave towards and are perceived by their followers (Lok & Crawford, 2004).

Although organisations are influenced by the values embedded the wider society in which they are set, the focus of culture in this article are the specific forms of culture which may characterise school organizations as structured units. Robbins et al. (2006) defines organisational culture as a shared meaning system and beliefs held by organisational members that affect to a large degree, how they act. In this way, organisational culture can influence the way people think, make decisions, feel and act, and perceive management behaviours (Lok & Crawford, 2004). Applying such conceptions at a school organization, a particular culture embedded in the school organization could influence the way how teachers, principals, and the whole staff work in their work place.

Further, organisational culture is defined as the sharing of beliefs, expectations, values, norms, and routines that influences the way people work and relate to each other in attaining organisational goals (Champoux, 2003; Gibson, et al., 2006; Jones & George, 2006; Lok & Crawford, 2004). It initially consists of the values and norms brought in from the community environment (Jones & George, 2006). In addition the culture consolidates members' assumptions and goals (Russell, 2002). These are maintained and adapted among organisational members, as they develop particular working culture within the organisation. These values and norms determine how things work within the organisational structure, and influence work performance of employees. The managers then need to be able to maintain or change particular work cultures so that they contribute to the success of an organisation (Wallach, 1983).

School as an organization has certain cultural dimensions. These are manifested in the four levels including artefact, perspectives, values, and assumptions (Burhanuddin & Sunarni, 2016; Sergiovanni, 1991).

1. Artefacts

Such a dimension is the first level of organizational culture which is tangible because they can be observed and responded using the senses. Included in this classification is the one which is mentioned, the way individuals work,

and the way how people behave. In practice, organizational culture is manifested into verbal forms such as language, stories told to individuals, and examples of the events in in explaining the important thing. The other form is behavioural that covers particular types of culture such as ceremonies or ritual, and other symbols

2. Perspectives

At the second level, someone will find perspectives in terms of rules, norms, and the generality of every solutions in solving a problem. How people define a condition, limitations of behaviour, organizational objectives – all are categorized as the manifestation of culture at this level.

3. Values

Values are artefact form of a culture at the third level. This group has a function to determining essential and non-essential point. They are as the base of individuals to assess/translate a condition, value the actions, setting the priority, and evaluate people to working cooperatively. Such dimensions can be found in the forms of written statements as agreement products of the members. One of example is the platform formulation of educational management, philosophy, and school mission.

4. Assumptions

The assumptions are at the fourth level. Usually these include such as the beliefs on themselves or on others. Besides that, they relate with the beliefs on how people behave and relate tom each other, and about the essence of the school organization itself. Although the assumptions are implicit, but their presence are very crucial to the systems or the explicit things.

The types of culture characterizing a school organization

Organisational cultures can be classified in different regions, societies, and ethnic or religious groups. But for a specific purpose, there are several types of organisational cultures that have been identified by different researchers. These were described in general terms as corporate culture (Chiang & Birtch, 2007) or, the one specifically as to bureaucratic, innovative, supportive type of culture (Lok & Crawford, 2004; Wallach, 1983). Each of these organisational cultures has a different set of norms, values and expectations in the context of the workplace. However, according to Wallach (1983), the three types of organisational cultures

are not mutually exclusive. Organisations do not fit a particular categorical mould to perfection. Rather, to varying degrees, the flavour of an organisation is be a combination of all three categories (Wallach, 1983). The effectiveness of participative management system is contingent on this organisational cultural context (Avolio & Gardner, 2005; Yukl, 2010) as well as the school organizations. Leaders or managers, thus, must comprehend this phenomenon and know how to make use of it to ensure their leadership engages employees effectively (Yukl, 2010). Others introduced it in the forms of clan, adhocracy, hierarchy and market oriented cultures (Ferreira & Hill, 2008; Quinn, 1989). Such cultures significantly affect the outcomes of a particular management style that is applied by managers including school leaders. These sorts of cultures are introduced in this article because they were considered more suitable for the organisational environments of Indonesian school system. For the purpose of the discussions study, these types of culture need to be described briefly by adopting the classification of some researchers in the following section.

The description of the school organizational culture

School organization is proposed and developed by most experts and researchers in educational leadership area. They initially developed this system referring to the public management or organization theories. That is why the types of the culture that may influence the school system are almost similar to most organizations. Such cultures thus, can be described as applied in other enterprises.

Bureaucratic culture is an organisational culture that puts more priority on a hierarchical structure. There is a clear line of power and responsibilities, and jobs usually are handled in order and in systematic ways. Such organisations prefer power and control, to be stable, solid and on-going. This type is most suitable for large organisations that promote efficiency, customer satisfaction, and regular operations. However, it is also acknowledged that the organisation that tends to be dominant in this bureaucratic culture is less able to attract and retain people who have special talents, creative and with high morale. In other words, such an organisation tends to be static.

Innovative culture is characterised by the presence of an attractive atmosphere and is dynamic. It is able to stimulate positive behaviour, entrepreneurialism and high ambitions of organisational members. They are encouraged to work with great creativity, accustomed to facing challenges and taking risks at work. Nevertheless, creating such an atmosphere is not a simple thing. Employees' characteristics, especially psychological aspects, mostly determine the success of leaders in creating a favourable working atmosphere. Thus, employees who are under stress or dealing with difficult jobs in an innovative culture, for example, would be affected in their psychological state, which would decrease their work performance. Leaders, then, need to understand such a situation, make arrangements and changes, if they are necessary, to ensure that the situation will create a favourable climate for employees at work.

Supportive culture in workplaces has been called a '"fuzzy" phenomenon (Wallach, 1983, p. 33). Such organisations are usually characterised as a harmonious working environment, open and with people who are more familiar with each other. There is a close relationship, mutual trust, and a sense of safety experienced by all members. Employees are also encouraging of each other, and work in collaboration.

School organization that is a clan type described as a family. This culture type emphasizes organization as a teamwork, member participation, empowerment, cohesiveness, and corporate commitment to subordinates. Such conditions are sustained through promoting individual commitment and traditions. Within this context, leaders have roles more as mentor figure and the parent. Their responsibilities are to empower people, facilitate individuals to involve or work cooperatively in any organizational activities, being committed, and loyal.

Adhocracy culture characterises a school organization as a dynamic organization, creative, and entrepreneurial. Such an organization is required to deal with the unpredictable situation or unstable. The main values include flexibility, adaptability, risk taking, experimentation, and initiative. Leaders of this type of organization have a clear vision. Leadership models that are compatible with this context are the ones that concern more on human empowerment or participation (Burhanuddin & Sunarni, 2016; Yukl, 2010)

Market organizational culture has an orientation more on the competitiveness and objectives that should be achieved. The focus of works is productivity, challenge, benefits, market allocation, winning the market and penetration. Successful leaders within this sort of culture are the persons who are able to compete in dealing with the challenging competitors, have strong work motivation, and hard workers

(Burhanuddin & Sunarni, 2016; Cameron & Quinn, 20016).

The relationship between organizational culture and leadership effectiveness

Many researchers and authors perceived that organizational culture is established by people or environment – it is able to create a sense of an organizational identity for most enterprises (Kwantes Boglarsky, 2007). Many researchers have found that organizational culture affects the creation of a working atmosphere where employees can experience stability and feeling of security over their jobs (Lincoln, 2010; Lok & Crawford, 2004; Key, 2000). Where organizations have successfully retained their quality employees, it is because they feel safe, and find stability as employees in the organization (Gibson, *et al*., 2006). However, Gibson et. al. acknowledged that until recently researchers had difficulties in measuring how this element influenced the effectiveness of an organization, and comparing the forms of culture that particularly determine the effectiveness of management approaches applied by leaders in the work places .

International research studies conducted by Kwantes and Boglarsky (2007) indicate that there was a significant relationship between organizational cultures and management performance. Specifically the culture that concerns more on the empowerment of human resource capacity in achieving intrinsic satisfaction on the jobs or work performance – is found to be related strongly with leadership effectiveness. How this relationship work is illustrated in the following figure.
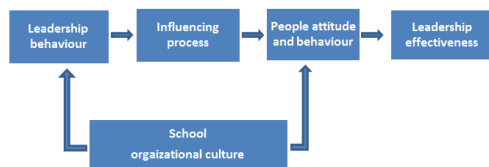
Figure 1. Relationship between organizational culture and the variables of leadership effectiveness

School leaders, then need to consider the organizational culture as a situational element that influences the way how they manage people, and people responses to contributing to the achievement of school objectives.

Strategies to diagnose and influence the existing organizational cultures

Organization culture is a complex phenomenon and elusive in nature. To understand cultures mean that we try to learn about the differing formal and informal rule. People need to know the way of individuals behave and work to obtain certain objectives. To be successful and survive in an organization, a person must be familiar with and evaluate the existing culture. He or she has to comprehend hidden agenda of this organizational element and the traditions or values embedded in the organizational system (Bush & Middlwood, 2005; Champoux, 2003; Wallach, 1983). Diagnostic approach is a systematic evaluation process to organizational cultures. Leaders and managers can carry out this process through two perspectives. First, they work as outsider who asses a job that is offered in the organization. Second, as an internal person after being recruited for a position.

Wallach (1983, p. 32) argues that "there is no good or bad cultures, per se". The effectiveness of particular culture depends on the extent of existing cultural appropriateness or suitability to the needs of organisations and employees. In certain cases for example, a participative or democratic style in managing school organisational members may be not effective within a highly interdependent structure or highly bureaucratic climate, where the principals and teachers may reluctantly sit together to accomplish school objectives. Furthermore, where the school leaders are not supportive, their leadership behaviour is not accepted voluntarily by teacher or other school staff members. On the other hand, when the principals for example build a supportive organisational culture characterised by flexibility, equal opportunity to learn (Yukl, 2010), open access to information, resources, and support (Avolio & Gardner, 2005), the effectiveness of participative leadership is more effective. This in turn enables such school leaders and their school staff members to work more productive.

The expectations, values, and attitudes of an organisation's culture affect all individuals, groups within it, as well as all the implementation processes of a school organisation. Some organisational members for example are automatically being encouraged to become good citizens because of being affected by an existing organisational environment. Thus, if executives expect this culture, and consider it advantageous for organisational performance, subordinates then need to be facilitated to adopt such behaviour. On the other hand, if the organisation designs a quality customer service

as a permanent procedure, then the behaviour of subordinates who demonstrate this quality of service needs to gain recognition and rewards.

Bartol et al. (2002) proposed several steps that leaders and the followers can implement in managing the organizational culture. These include: (1) explore the values and norms that operate within at the school system; (2) discuss guidelines as the direction for people to behave in obtaining school goals; (3) formulate the norms that are regarded as providing positive values for the organizational effectiveness; (4) identify the gaps between the norms and the positive thongs which are perceived as important to fostering effective school environment; (5) close the gaps through establishing agreements on the new values or norms, and design the way to encourage members to follow the rules. This could be applied by using a reward system for any performance demonstrated by the whole staff,.

Conclusion

The discussions of this article proportionally identified sorts of school organizational cultures that people may experience in a school system. These include bureaucratic, innovative, supportive, clan, and adhocracy. Many studies and literature highlighted the connections between these forms of culture and the effectiveness of management. They influence the creation of a working atmosphere where people as well as school teachers have certain psychological conditions over their jobs. However, not many author and researchers have not given a high concern on this area. In particular, not many studies relate the cultures with school effectiveness.

Principals as school leaders have to diagnose and identify what types of culture which influence their school. They must be able to manage and develop the cultures that support the school provisions, and ensure the effectiveness of school leadership. School leaders have to ensure that the developed cultures appropriately provide a well-being environment where school community including teachers, students, and administrative staff or the crews are inclined to work effectively.

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COOPERATIVE SCRIPT STRATEGY IN SOCIAL LEARNING AT HIGH GRADE OF PRIMARY SCHOOL
(A Study of Social Learning Character Applicative Cooperation and Respect Opinion)

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ABSTRACT

In addition to the learning activities to develop knowledge and skills, attitude or character becomes a very important thing to be cultivated. Many students are being individualistic, interaction with friends in the expression and collaboration is an activity that is rarely done in the classroom. Cooperative strategy as one of the teaching strategies, effectively improve student learning outcomes as well as forming the character of co-operation and respect the opinion of each students that can be integrated with social studies in elementary school.

Keywords: characters, cooperative script strategy, Social learning of primary school

National education serves to develop and form the character and civilization of dignity in the context of educating the nation (Republic Act number 20 of 2003 on National Education System). To develop and form the character and civilization of dignity, education serves to develop all the potential learners "become religious and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible "(Law Decree number 20 of 2003 on National Education System). Education is an effort to develop the cognitive, affective, and psychomotor. Expectations are growing cognitive and intellectual development of intelligence and academic ability, affective lead to the formation of personality traits, and psychomotor sphere will lead to vocational skills and behavior.

Education should provide the basis for the sustainability of the nation's life in all aspects of national life that reflects the character of the nation today. Therefore, educational content learned not only in the form of achievement but also attitude. In terms of this aspect is the main focus of primary school learning activities based on national education goals is the formation of character. In study activities, in addition to developing knowledge and skills, attitudes becomes a very important thing to be cultivated. Many students are being individualists, as indeed in everyday students often spend time learning individually. Interaction with friends in the expression and collaboration is an activity that is rarely done in the classroom.

Learning (as the realization of the provision of education) oriented teaching materials, become less meaningful for their lives and the lives of the learners. Learning that promotes mastery of teaching materials as long as this occurs, tends to ignore the moral values and character development of students. Learning that ignores the development of character has lost the spirit and essence as a real educational process, there is a process for the intellectual life of the nation for people to become more dignified nation. So also learning Social learning has lost his soul as an educational process that can contribute to the nation's character education to form good citizens, citizens who have the wisdom and social skills, as well as citizens who are aware of their identity as a nation. To shape the character of students who recognize the importance of cooperation and respect of opinion, of course, requires an instrument of education as teachers who are competent, adequate learning resources, and the most important is the act of learning in the form of strategies, methods, or learning strategies appropriate for group activities.

Referring to the National Education System Chapter III of the education provision, Article 4, paragraph 4 reads, "Education held by giving exemplary, build the will, and develop the creativity of learners in the learning process" continued with article 4, paragraph 5, which reads, "Education

organized by developing culture of reading, writing, and numeracy for all members of society. "From this article when viewed from the perspective of Social Sciences means that learners in learning activities in schools, it should get the guidance facility in reading, writing, and arithmetic. In this case the function and role of the teacher has to provide exemplary, willingness to build, and develop the creativity of learners in the learning process through teaching skills and choosing appropriate teaching strategies. It is intended for the creation of good quality learning, so that strategies in pursuit of elementary social studies is essential to master teachers.

Elementary social studies is one of the subjects in elementary school from grade 1 to grade 6. Many ways or teaching strategies used by teachers in teaching social studies course to improve student learning outcomes especially in the development of student character. But not all of the strategies implemented successfully shape the character of cooperation and respect opinions. therefore, requires the strategy for improvement and enhancement study activities. One of them is the strategy of cooperative learning-cooperative script.

Associated with cooperative learning, Trianto (2007: 41) states that the cooperative learning arises from the concept that students will more easily find and understand difficult concepts if they were in discussions with his friend. Cooperative learning has special characteristics that peer group or age group. Trianto (2007: 41) argues that the social nature and the use of peer group becomes the main aspect in cooperative learning.

In the cooperative classroom, students learn together small groups of equal but heterogeneous, ability, gender, and each other should help. The advantages of cooperative learning rather than individually is supported also by the opinion Wenger (in Huda. 2013: 49) that "interaction with others can help individuals through the process of learning is more positive than when he was just doing his own".

So it can be concluded that cooperative learning through cooperative strategies script is a strategy that has special characteristics compared strategy in other study, because of the role paired with peer groups that are considered effective in learning.

Many of the elementary teachers have not even recognize this strategy as one of the effective teaching strategies that improve student learning outcomes and establish solid cooperation each students character and character values the opinions each students in expressing their thoughts and opinions.

Strategies in Character Education

Character Education Strategy that will be discussed is the strategy of Character Education through the Multiple Talent approach (Multiple Intelligent) .Strategy of Character Education has the objective is to develop the full potential of the students who will build a manifestation of the development potential of Self Concept that support mental health.

This concept provides the opportunity for students to develop the talents of gold according to the needs and interests they have. There are many ways to be smart, and in this way are usually marked with the school's academic performance is obtained and the students take the test is for example through word   intelligence . speaks, numbers, music, image, physical activity or motor ability or through social-emotional way.

According to Gardner (1999), the human being has at least 9 intellectual . intellectual of peoples, this time not only be measured by the intelligence to master mathematics or use language .There are many other intelligence that can be identified within people . While according to Howard Gardner (1999) explain the multiple intelligences 9, if properly understood, would make all parents looked at the potential of children is more positive . More again, the parents (teachers) may prepare a pleasant environment and deceptive in school. Concept of Multiple Intelligence to teach children that they can learn whatever they want to know. For parent or teacher, what is needed is creativity and sensitivity to hone that children. Teacher or parent should also be open-minded, out of the traditional paradigm.

Intelligence is not something that is fixed. Intellectual like a set of skills that can be grown and developed . Intellectual is the ability to solve problems, the ability to create new problems to be solved, the ability to create something of value in a culture society . With introduction of Multiple Intelligence, we can learn the strengths or weaknesses of children and can give them the opportunity to learn through their strengths, the aim is for children to have the opportunity to explore the world

The development of Culture and National Character Education, Culture and Character Education Understanding Nations Law of the Republic of Indonesia Number 20 Year 2003 on National Education System (Education Law) formulating the function and purpose of national education should be used in developing education efforts in Indonesia . In section 3 Education Law said, "National Education Serves develop and form the character and civilization that are useful in the context of the intellectual life of the nation, aimed at the development potential of pesetas students to become faith and piety to God Almighty, noble,

healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible "The purpose of National Education is a formulation of the quality of Indonesian human being that must be developed by each education unit. Therefore, the formulation of the goals of National Education is the basis of education in the development of culture and national character. To gain insights into the meaning of culture and national character education needs is proposed definition of the term culture, national character, and education .The purpose of Character Education are as follows, Developing learners' affective potential as a human being and a citizen who has the cultural values and character nation, Developing Habits and behaviors of learners are commendable and in line with universal values and cultural traditions and national character, Instilling a spirit of leadership and responsibility of learners as the next generation, develop the ability learners human being independent, creative, insightful nationality Developing school life and the environment as a learning environment that is safe, honest, full of creativity and friendship, and with a high sense of nationality and full strength. Values Education Culture and National Character is the values that are developed in the education culture and national character and identified sources of religion, because of Indonesian society is religious society, the lives of individuals, communities, and nations are always based on religious teachings and beliefs .In a political, national life is based on the value derived from the second source religion. And in Pancasila: State unitary Republic of Indonesia is established on the principles of nationhood and statehood called Pancasila. Pancasila contained in the Preamble of the 1945 Constitution and elaborated Furthermore in the articles contained in the Constitution 1945.Artinya, the values contained in Pancasila became the values that govern political life, law, economics, society, culture and the arts.

Culture and national character education aims to prepare students to be a better citizen, the citizen who has the ability, willingness, and implement Pancasila values in life as citizens Negara. Culture as a truth that no human social life that not realized by the cultural values recognized. Value of community cultural values which will serve as the basis for giving meaning to the concept and meaning in society . Position of communication among cultures so important in education culture and national character.

Cooperative Learning is one of the constructivist theory of learning. Bern and Erickson (in Komalasari, 2010: 62) revealed that cooperative learning is learning by using a small study groups in which students work together to achieve the learning objectives. Cooperative learning is a teaching strategy in which students work collaboratively in small groups whose members consist of two to five peoples with heterogeneous group structure. By working collaboratively, students will develop skills relate or interact with fellow humans that would be very useful for life outside of school.

Cooperative learning has special characteristics that peer group or age group. Trianto (2007: 41) argues that the social nature and the use of peer group becomes the main aspect in cooperative learning. In the cooperative classroom, students learn together small groups of equal but heterogeneous, ability, gender, and each other should help. The advantages of cooperative learning rather than individually is supported also by the opinion Wenger (in Huda. 2013: 49) that "interaction with others can help individuals through the process of learning is more positive than when he was just doing his own". From this statement, it can be explained that a thought, an idea, and understanding will always evolve within the individual, but it can not be separated from the influence of others or the surrounding community. Through interaction, an individual may develop a broader knowledge.

Wenger (Huda. 2013: 49) explains that the individual is the center point, and as a person in the world, he was a member of a certain socio-cultural community which also marks the learning process in it. Learning happens in a practical and specific social environment not automatically be transferred and applied in different contexts. There is the knowledge and skills that should be tailored to the types of specific practices, because of the setting and the interaction of a good group of teachers can improve learning if there is a harmonious collaboration within a group. Can ultimately improve the understanding of the members of a material that diajarakan. In a cooperative activity, the teacher should be able to design a group setting such as classroom interaction, setting the group members, and the type of material in order to create the effectiveness of the cooperation. The basic components of this type of cooperative learning is the verbal interaction in each group including peer group. In addition, students must also have a sense of community in the group. Roles in each group should not be shared at the beginning of the lesson, but better specified by sharing or agreement of the group itself. It is intended to reward the contribution of group members in the group so that the group learning can be done well.

Cooperative learning also has three important goals that the results of academic learning, acceptance of diversity, and the development of social skills Ibrahim (Trianto, 2007: 44). Experts have shown that cooperative learning can improve

student performance in academic tasks, excel in helping students understand difficult concepts, and help students cultivate critical thinking skills. In one of the cooperative learning strategy is cooperative strategies script (script cooperative).

Cooperative Script Strategies

Cooperative learning strategies script is initiated by Dansserau CS in 1985. Komalasari (2010: 63) argues that "a script is a cooperative learning strategy in which students work in pairs, and verbally alternately summarize portions of the material being studied". This opinion is in line with Lambiotte in Huda (2013: 213) the Cooperative Script is a learning strategy in which students work in pairs and take turns orally in sections summarize the material being studied. This strategy is intended to help students think systematically and concentrate on the subject matter. Students are also trained to cooperate with each other in a fun atmosphere. Cooperative Script also allows students to find the main ideas of the great ideas submitted by teachers'

This strategy is intended to help students think systematically and concentrate on the subject matter. Students are also trained to cooperate with each other in a fun atmosphere. Cooperative Script also allows students to find the main ideas of the great ideas submitted by teachers' cooperative strategy also implies script as a peer tutor in which the learning process is based on active learning. Some experts believe that the lesson really mastered only when the learner is able to teach other students. Teach peers provide opportunities and encourage students to learn something well, and at the same time he became a resource for others (Sarjuli, 2001: 157). In addition, the cooperative script is one of the strategies in collaborative learning that is constructivist, practice self-sufficiency, build self confidence of students, improve the attitudes of cooperation, respect, and certainly in terms of knowledge students can remember the main ideas that have been summarized so that in addition to understanding the material, students also memorized the basic idea of the material being studied.

Huda (2013: 213) describes the step-by-step implementation of the strategy cooperative learning script that teachers divide the students into groups of pairs, the teacher divides the discourse or materials to read and be summarized, teachers and students determine who was the first like as a speaker and who like a role listener, the speaker read out the summary as complete as possible by incorporating the main ideas in the summary. During the process of reading the other students have to listen or show the main ideas incomplete and help remember and memorize the key ideas by

connecting it with the previous material or with other materials, student exchange roles, originally as a speaker exchanged into the audience and vice versa , teachers and students re-enact events materials as above with a different but still related, teachers and students together make inferences subject matter, and cover.

According to Huda (2013: 214) Strategy cooperative learning script has several advantages which are: to foster new ideas or new ideas, the power of learning critical, and developed soul courage in delivering the new things that are believed correct, teach students to believe in teachers and more faith in his own ability to think, seek information from other sources, and learn from other students, encouraging students to help solve problems with expressing ideas verbally and comparing the ideas of students to the idea of another student, helping students learn to respect students who are smart and students are less intelligent and accept differences, motivate students who are less intelligent to be able to express his thoughts, facilitate student discussion and social interaction, improve the ability to think creatively

In the implementation of character education can not be done instantly, but it should be done gradually and use strategies appropriate to the conditions. Strategy implementation of character education at the education unit is a unit of program management school based quality improvement are implemented in the development, implementation and evaluation of curriculum by the educational unit. According to the Ministry of National Education (2011: 14), the strategy of implementation of character education in the education unit can through the integration of subjects. There is a charge for each subject character values that need to be developed, explicit, associated with the context of everyday life. Thus, learning the values of character not only on the cognitive level, but touched on the internalization and practice in real life daily learners in the community. Through social studies students can be directed to become a citizen of Indonesia that character. Therefore all learning activities undertaken by teachers should not only to develop the knowledge and skills of students but also can shape the attitudes or character as the character values inherent in these subjects.

Student Results in Social Learning

Social Sciences (social learning) primary school is one of the subjects given in elementary education / MI, at this level of social studies material contains Geography, History, Sociology, and Economics. social studies designed to develop knowledge, understanding, and analytical skills of the social conditions in entering a dynamic social life. Social

Science subjects in school are designed on the basis of phenomena, problems and social reality with an interdisciplinary approach involving various branches of the social sciences and humanities such as civics, history, geography, economics, sociology, anthropology, education. Therefore, social learning can be regarded as the study of the combination of science in a clump of social sciences and humanities to deliver social actors who can participate in solving the problems of socio-nationality. Study materials concerning the events, a set of facts, concepts and generalizations are linked to actual issues, symptoms and problems or social reality as well as the potential of the region.

Social learning activities can not be separated from the learning outcomes expected from the study that has been carried out. Learning outcomes are achieved scores of students after learning in a certain period of time that is measured by using the test write. Learning outcomes are changes in behavior that can be observed from the appearance of people who learn. Learning outcomes are the patterns of actions, values, notions, attitudes, appreciation, and skills. Results of learning a thing that can be viewed from two sides of the side of the students and teachers. In terms of learning outcomes is the level of mental development that is better than it was before the study. Ibsik (1998:2) So it can be concluded that the results of studying the level of mental development realized in the realm of knowledge, attitudes, and skills that can be observed due to changes in behavior, namely the change in behavior is influenced by the experiences of the students about their environment and depending on what he has seen, both with regard with the understanding, concepts and so forth but still maintaining the character formation of cooperation and respect opinions

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CAREER ADAPTABILITY GUIDANCE MODEL BY IMPLEMENTING KAMIL APPROACH TO INCREASE COMPETITIVENESS FOR ADOLESCENT IN ASEAN ECONOMIC COMMUNITY CONTEXT
(FIRST YEAR)

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ABSTRACT

This study aims to produce a prescriptive model of career adaptability guidance youth by utilizing kamil approach to enhance competitiveness in Asean Economic Community (AEC) context. Research product are guidance material for school counselor and student. In the first year, mixed method research is utilized for describing career adaptability level and needs of students for career guidance in MEA context. Need assesment data is basic resource to develop model of career adaptability guidance material. The results showed that the adaptability of young students in East Java in general are good, they have a high concern in the future, have hope for the future, realized the need for career information and have effort to solve their problem in career decision-making. But they still need guidance for career planning, their feel doubts in their own potential, lack of information about further study and career opportunities, lack of courage to take on the challenges of working outside the region and abroad with professional jobs. They are also less confident in choosing and planning a career in line with their expectations and dreams.

Keywords: adaptability career for adolescent, KAMIL approach, ASEAN Economic Community

By the time in the end of 2015, Indonesia have a big challenge in ASEAN Economic Community (AEC) as a result of agreement among the leaders of ASEAN countries to make the ASEAN region as a joint community of economic development. This agreement will open up great opportunities for employment around ASEAN countries to work in other ASEAN countries more easily. The impact is labor competition among these countries are getting tight. Professionals from more advance countries will get more opportunities.

Opportunities of demographic bonus could give Indonesia some benefits in MEA competition. In the other hand, this opportunities will be come a threat if the quality of Indonesia's young generation is not well prepared. As a part of Indonesia demographic bonus, young generation need to be prepared become the hope of the nation that can be achieved through education, where guidance and counseling is one educational component in school.

Career guidance is a field of guidance and counseling aimed at helping students to understand and accept themselves as well as proficient in planning their. Throuh career guidance, counselors facilitate students gain independence in choosing and planning further study or enter the world of work. Ideally, career guidance services facilitate students meet the task of development and career challenges today and in the future as well as the skillful planning his career. Career guidance will hep them prepare their career readiness or career adaptability to face work competition in global era.

Guidance for career planning is important for adolescent to achieve career success. good career planning will help a person determine appropriate career choices so as to achieve success and career satisfaction and adolescent is the best period to start for designing career planning. (Harkness, 2008). This view supports Super teory (Gibson and Michell, 2006) which states that the adolescent are in a stage of career exploration and they need help to achieve the task of career exploration well. Savickas (2001) also suggested that adolescents need help for achieving career adaptability, understanding their own potential, access to career information and designing their career planning to face the career challenges today and in the future. Herr

et al., (2004) confirmed that teens who do not understand their own potential and lack of career information tend to have career problems and less achievement of success and career satisfaction.

Preliminary study showed that not all teenagers have a good career adaptability. The initial result in several high schools in East Java through observation of students in courses Career Guidance and Career Planning in 2014/2015 and career readiness questionnaires to potential graduates FIP in 2013 showed they have career development problem, lack of self-understanding precisely, lack of career information, less skilled in selecting appropriate information wisely, lack of career planning mastery. While the findings on student respondents are, feel miscast major, lacking confidence with competence and doubtful career success in the future, as well as working in different fields with the field of knowledge. This condition would not support their competitiveness in world of work and business area, especially among ASEAN countries.

Meanwhile, the result from observations in many schools is also known that career guidance practice is still conventional pattern and not yet fully facilitate students' career planning. School counselor or teacher guidance and counseling tend to use expository method in providing information. Innovative material and interesting multimedia also not been widely used in career guidance. School counselor aware that a good career guidance services are needed to help students achieve their career maturity, able to plan a career well and ready to face the competition of work and effort, but they lack of innovative guidance material and method. This research aims to develop adaptability career guidance model for adolescent through KAMIL approach to enhance competitiveness in the ASEAN economic community (AEC) context. This prescriptive model designing to solve some problems of career guidance practice in school. The research products consist of materials and manual of career adaptability guidance and career planning for high school students including Senior High School, Islamic Senior High School and Vocational School. The product give advantages for school counselor and student. The model will help school counselor to apply career guidance systimetically so that they can prepare the student's career adaptability and career planning.

This model developed from Savickas theory of adaptability career (2001) and Super career theory. The Savickas theory has four

aspects of career adaptability are concern, career management (control), career opportunities curiosity (curiosity) and career confidence (confidence). The advantages of this theory has been tested by Hirchi (2009) at the end of the teen respondents. While Pordelan, Abedi, Baghban, and Nilforooshan (2014) studied the theory to know the career development of young people in Turkey. The KAMIL approach is a draft of career planning stages formulated by Muslihati (2013) with reference to the Super theory and the theory of Career Exploration Process (CEP).

KAMIL represent five career planning steps are **K**enali or know thyself, **A**ccess career information, **Maknai** or information interpretation, **Indentifikasi** or Indentify specific and appropriate career choice, and **Lakukan pengambilan keputusan** or decision making. Formulation of KAMIL approach tried to accommodate work values in the context of Indonesian culture. This career planning strategy formulated and published by Muslihati through parallel seminars and proceedings in the national seminar of Guidance and Counseling in 2013 and national seminar in Semarang (2015). The model is expected to give advantages for enhancing adolescent competitiveness in Asean Economic Community (AEC) context. It will contribute to the implementation of career guidance to young people in Indonesia as a part of demographic bonus.

METHODS

The first year of the study utilized research and development (R&D) model refers to Borg and Gall model (1983) that consists of ten major steps as follows: step 1 involves research and information collecting or need analysis. It includes review of literature, classroom observations, and preparation of report of state of the art. Step 2 and 3 consists of planning and develop preliminary form of product. Develop preliminary form of product includes preparation of career guidance materials, manual dan evaluation form. Then step 4 involves preliminary field testing. It concludes expert judgement through interview and questionnaire data collected. For step 5 and 6 conduct main product revision and main field testing that continuind by main product revision uses quantitative data on produt evaluation. Operational product revision is happened in step 7, revision of product as suggested by main field-test result. Next, for step 8 and 9 involve operational field testing and final product revision. And the last step or step 10 involves

dissemination and implementation. The researcher limits the development in the first year just to six steps. Besides, the researcher also adapts the process with the needs of development.

Mixed method design of Tashakkori and Teddlie (2003) implemented for need analysis step. Data collected in the step is an overview of career adaptability and career planning abilities of teenagers and their need to career guidance in ASEAN economic community. Data is collected by career adaptability scale and focus group discussions. 264 respondents in the first year were senior high school students (SMAN), Islamic senior high school (MAN) and vocational school (SMK) in East Java. Cluster random sampling technique is utilized in selection of the sample. The selected cluster area area representing urban and industrial areas (Sidoarjo). In this area the research location are SMAN 1 Sidoarjo (29 students), MAN Sidoarjo (28 students), SMK 1 Sidoarjo (29 students). Research location in the coastal regions (Probolinggo) are MAN 1 Pajarakan (30 students), SMAN 1 Kraksaan (29 students), SMK 1 Kraksaan (31 students) as well as rural areas with economic potential of agriculture and livestock (Blitar) are MAN Blitar (26 students), SMAN 3 Blitar (29 students), SMKN 1 Talun Blitar (31 students).

Data obtained through career adaptability inventories analyzed by using descriptive analysis using SPSS for Windows version 16 to determine the average of teenager's career adaptability in East Java. While the qualitative data analyzed by taxonomy and componential analysis techniques to complement and deepen the study of career adaptability, knowledge and attitudes of teenagers in East Java to the MEA and career plans teenagers in East Java.

RESULT

Career adaptability is a picture of one's readiness to live in future career show from their concern, control, curiosity and confidence (Savickas, 2001) Concern related to hope and dreams that be realized dan set to be a plan. Self-control related to attempts to always prioritize the things that can support and block the achievement of the plan. Curiosities include a requirement on career-related information and preparation and confidence in making career choices. In this study, these aspects manifested in the form of career adaptability inventory to measure teenagers career adaptability in East Java.

From studies in Sidoarjo, Probolinggo, and Blitar obtained a description of career adaptability profile of teenagers as follows. In Sidoarjo, average score of career adaptability was 198 (standard deviation 1.33). The score lied on the distribution between minimum score of 171 and a maximum value of 233. The results illustrate that students who are studying in secondary schools in Sidoarjo has high career adaptability in general. In the data illustrated that the distribution of the four aspects of career adaptability, the fourth aspect (belief or confidence) of the young students in Sidoarjo is needed improvement. Self-confidence is the urgent aspect that will be the capital of teenagers in dealing with competition and solve problems in career decision-making process and live well in educational process and the world of work. In general, profile of teenagers career adaptability in Probolinggo is high. It showed by the average score was 199 (standard deviation of 1.33). The score obtained by the distribution of minimum score is 157 and a maximum score is 226. The average score of teenagers career adaptability in Blitar was 199 (standard deviation of 1.33). The score obtained by the distribution of a minimum score of 157 and a maximum score of 226. The results illustrate that the teenage students who are studying in secondary school in Blitar region also had high career adaptability.

Besides examining the level of career adaptability, this research also obtaining data about students knowledge and attitude toward ASEAN economic community challenge and opportunity. The data obtaining through focus groups discussion indicate that students have inadequate knowledge about ASEAN economic community challenges and opportunity. In general, their knowledge about ASEAN economic community is still limited to basic knowledge. They lack of information about opportunities and challenges they will face this era. They know about ASEAN economic community just at a glance. Although number of students didnot know about ASEAN economic community challenge. The attitude of the students in the study site has generally been positive. In general, awareness about ASEAN economic community challenges among the students of SMA, MA and SMK need to improve. They understand that in an era of MEA there is competition in the world of work and the business world becomes more intense because the competitor are coming drom countries in southeast Asia. Attitude drawn from interviews indicate concerns about the threat of ASEAN economic community challenges.

Students can access all information about ASEAN economic community challenges from television, online media and social media as a reference in enlarging their concerns to compete each other in foreign labor from other countries. Actually teens in East Java began to have awareness in preparation for future careers and realize opportunities in ASEAN economic community. It seems that the results of interviews that are typically present from the students of MAN, where they put forward the beliefs and religiosity in sustaining confidence in a career, that pray to God is the basic step to make everything runs smoothly and well. Although in general the adaptability of their careers is good, nevertheless teenagers in East Java have not had a career plan.

Meanwhile, teenagers in East Java also have a strong entrepreneurship spirit, although some teenagers want to work in the government sector or also a company employee. They see that being an entrepreneur will create jobs and drive the economic potential. They also mention that creativity is an asset in developing a bright future. On the other hand when asked about the readiness to face competition in the era of ASEAN economic community they feel unprepared to face the challenges and yet many still need to prepare and develop the abilities and skills to face competition in the era of work and effort MEA.

Based on the results of FGD known that teenagers in East Java still require adequate career information. Another requirement is the need for strengthening the self-understanding, strengthening confidence in making career choices, the courage to face the challenges in preparing for and undergoing a career. Specifically, the needs of adolescents in East Java on career guidance mapped as follows (1). Understanding the potential, talent, interests, employment potential through standarized measurement (2) Information about career knowledge-information and further studies, employment, business, ASEAN scholarship through structured and easily accessible media. The need show that career guidance services need guidance and career guidance materials specially about career adaptability to improve competitiveness in ASEAN economic community students. The student habits in accessing information through online media and social media provide opportunities so that potential career information application development in ASEAN economic community era sholud accessable easily
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CONCLUSIONS AND RECOMMENDATIONS

Through the research process in the first year as the first phase of a series of research and development of Model of Career Adaptability Guidance for Youth Through Kamil Approach to improve competitiveness in ASEAN economic community concluded as follows: (1) In general, the adaptability of career teenagers in East Java facing ASEAN economic community is good (2) knowledge of adolescents in East Java, the MEA is not comprehensive and require more detailed information about the opportunities that can be exploited. While they have positive attitutde by trying to prepare themselves, but nevertheless they are worried and less confident can compete with foreign labor, (3) adolescents who study in the senior high school in East Java is need of career adaptability guidance and counseling services, especially in (a) understanding and developing self-potential (b) providing career information including information about further studies, scholarships, employment and business opportunities between countries and tips entering work and building the business successfull, (4) has been developed grating products according to the needs of adolescents using aspects of career adaptability and employment measures Kamil.

From the results of this study presented suggestions to: (1) stakeholder including school principal of SMA, SMK and MA in order to take seriously the implementation of career guidance and counseling particularly scheduling reguler career guidance meeting every week for the students, (2) that the counselor sholud constantly improve their knowledge and skills in implementing career guidance.

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TRANSFORMATION OF VALUES IN DEVELOPING LEADERSHIP PROPHETIC ISLAMIC EDUCATION

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ABSTRACT

The dynamics of the development of Islamic education in quantity was amazing, but the spirit is Generally not accompanied by sufficient capacity and capability. As a result, the majority of Islamic education addressing the issue of quality and the negative cycle (unsolved problems). Various research results show, to change the negative cycle into a positive cycle or change schools who are not qualified to be qualified (good school), requires the portrait figure of an ideal leader Because leadership plays an important role in building a climate organization of Islamic education better in the future. Crisis multidemensional, including the decline of the beliefs and ideals on the individual leader, havoc caused by spiritual values, and will significantly negative impact. Prophetic Leadership is one of the new alternative in developing Islamic education base for the existence of Islamic education as an agent of social change to survive. Because in essence leadership model is accompanied by ethical values, attitudes, and behaviors that can motivate themselves and the actions of others. Prophetic Leadership is based on the values of divinity and prophecy, leadership imitate God and be "pipes" channels of God's grace, as the prophetic mission, Became the dominant force in the development of Islamic education and the legitimacy of cultural forces. Strength in the form of the action of a strong leader, effective and ethical leadership prophetic is effective leadership, being Able to develop the three pillars effectiveness in leadership: 1) to develop individual strengths of positive ('aqlun salim, qalbun salim, qalbun munib and nafs al-mutmainnah), 2) develop a driving force and a positive organizational adhesive (faith, islam, charity and Piety), and 3) develop the power of positive cultural values (istiqomah/integrity, sincere, honest and 'deeds).

Keywords: transformation of values, leadership, prophetic.

The dynamics of social change, including the Islamic education system is in the atmosphere of modernization, globalization and are required to play a proactive role in dynamic yet. This condition requires intellect, religiosity and exemplary for a leader, and certainly not an easy job, especially with the birth of modernism in the West about five centuries ago, as a result of renaissance and Aufklarung has dominated view of today's society (Apter, 1965). In a social context, almost an article of faith of all people, that people's lives, both in the social, cultural, political and educational tentut not escape the influence of modernism and impact significantly, so that the term modern became a symbol that accompanies it, for example, modern lifestyle, in Islamic and modern Islamic education. Therefore, the resulting values in the name of modernism as if it is a necessity (a must) to be followed by everyone. So it is not surprising that the conditions of society today drifting in the trends of modernism.

Meanwhile, the presence of modernism Characterized by positivistic logic-rationalistic victory in all fields, Including education now starting Sued back. Because logical positivistic rationalistic slogan, that the science is Considered a value-free or neutral, roomates bebarti any value within that society should not

Affect the development of science that is used as a scalpel in all areas and less attention to human values, especially religious values. Reviews These conditions, it would be dangerous to human life in the future, if foundational structure with the above logic is allowed to continue growing. Therefore, only natural that modernism is now starting to be questioned its legitimacy and bring back new ideas in the form of post-modernism in the 1990s. John Naisbitt and Patricia Aburdence, leading futurlog, in the 90s predicted that the 21st century is a new era (Imam Tholkhah, 2004). It turns out this prediction Becomes an indisputable truth again, that change has Become a reality of the new era of value, a global era where to be a part in the dynamics of human life.

As an agent of social change, education Islam is in the atmosphere of modernization and globalization is required to play its role in a dynamic and requires intellect and religiosity for a leader (Azizy, 2002). The existence of Islamic education, through action and exemplary leader and expected to contribute to positive change for the improvement and progress of Islamic civilization, both on the level of intellectual theoretical as well as practical. Islamic education is not just a process of transformation of moral values to fend off negative access of globalization and modernization. But the most urgent how moral values in leadership

prophetic to be based on the values of divinity and prophethood in Islamic education is able to play an active role as a generator of change, be a power of liberation from pressure and crush social backwardness culture, ignorance in the midst of social mobility that was so fast.

Images of Islamic education, in the perspective of Shafi'i Maarif, as quoted by Shofan says that, the condition of Islamic education has spawned two contradictory patterns of thought. Both have taken different forms, both in the material, the education system and the institutional form (Shofan, Prophetic paradigm of Education, 2004). Two models of Islamic education is no patterned traditionalist, and in its development, more emphasis on doctrinal normative and tend to be exclusive apologetic. Besides this, there are modernist Islamic education in development and began to lose his soul as the most basic (transcendental). Meanwhile, according to Hujair (Sanaky, 2003) explains that, the historical roots of the emergence of dualism that, at least based on two things: first, the views formisme, which meant that all aspects of life is viewed very simple, something only seen from two opposite sides, both , derived from the colonial legacy, in this frame statement Edward Hallett Carr, as quoted Djoko Soerjo, explained that education is a process of dialogue unending between the present and the past (Soerjo, 2007), and could be a knife analysis in education to see ambivalence in Islamic education itself.

In that context, the authors tried to conduct in-depth studies and normative in framing Islamic educational approach ethical values through leadership prophetic (Surya, 2013). Because of the condition of contemporary education today require strong leadership (strong leadership), is a model of visionary leadership and is able to develop an effective and Islamic education is not the only intellectual but also accompanied with exemplary values rooted in the Qur'an and hadith.

DISCUSSION
Understanding Prophetic Leadership

Human behavior in a spiritual perspective quotient is the result of an interesting attraction between positive and negative energy (Ludeman, 1996). In that context, the positive energy in the form of spiritual encouragement and religious values (tawhid), whereas negative energy, in the form of material values (tahghut). The conception of the value of the above as a means of purification, purification and raised up the true human values, as in the transformation of prophetic leadership emerge

from the prophetic value with high morality that is based on value-laden humanization, liberation and transcendence, as confirmed in the letter Ali Imron paragraph 110. Three value such as deriviasi of commanding the good, to uphold virtue, humanizing raising human dimension of the positive potential to reach the divine guidance of nature, which will give birth next positive energy in the form of prophetic leadership; 1) the strength of spiritual form of the word, islam, charity and piety, which serves to guide and give spiritual strength to man to achieve the grandeur and glory (ahsani taqwin); 2) strength could be potential in humans, such as aqlus salfm (a healthy mind), qalbun Salim (healthy heart), qalbun munib (pure heart) and nafsul mutmainnah (quiet soul), on all of these aspects is the main capital source human resources must have extraordinary strength, 3) attitudes and ethical behavior, is an implementation of spiritual strength and personality to give birth normative concepts of ethical values. Attitudes and ethical behavior includes; istiqamah (integrity), Ikhlas, jihad and good deeds (Armstrong, 2002).

Prophetic leadership model has been linked with transformational leadership, and is based on the values of the prophetic and high morality. In the perspective of Burns, transformational leadership as a process that is basically the leaders and followers each other to raise themselves to a higher level (Surya, 2013), by calling ideals through spiritual values as the core values and core belief in developing education Islamic ideal. In that context, the prophetic leadership is leadership that can influence actions and behavior of each individual in a way to inspire, enlighten, awaken, awaken, and empower through approach to spirituality or prophetic values and morality and religiosity. The transformation of these ethical values later that act as mission-focused, vision-directed, driven philosophy and value-based institution (Bernard, 1985).

Transformation values prophetic leadership will bear behavior and actions are effective, the pious with integrity (nafs al-mutmainnah) and do righteous deeds. Individual actions above, will bear behavior and effective work culture, because it is built with personality (integrity, commitment and dedication), capacity (skills) and professional competency. Through organic approach, the transformation of values prophetic leadership will bear an effective organizational culture, through the behavior of individuals, both in the implementation of Islamic education system effective (effective school) and the substance and the learning process.

Meanwhile, the opposite of the above positive energy is negative energy, and symbolized with strength materialistic and values of Evil (values destructive). In these conditions, if the value of prophetic leadership serves as a means of

purification, purification and generation of true human values (conscience), then the non prophetic leadership, the value of the material (Evil) actually serves the opposite of decay, and darkening of human values. Almost the same with positive energy, negative energy consists of: 1), the power of Evil in the form of kufr (disbelief), hypocrites (hypocrisy), fasiq (wickedness), shirk (shirk) and all the forces that keep away human spirituality and humanity intrinsic (ahsani Taqwim) into being a versatile material (asfala sajilfn); 2) the power of human potential negative, the mind of ignorance (heretical thoughts), qalbun Marid (heart sick, not feeling), qalbun mayyit (dead heart, no conscience) and lust i-iawwamah (soul reprehensible), all of which will make man slave on other than Allah in the form of wealth and power (Evil); 3) the attitudes and behavior of human behavior that is unethical, it is an implementation of the power and strength of negative humanitarian taghout gave birth normative concepts of cultural values unethical. Attitudes and unethical behavior include: arrogant (haughty), hubb al-dunya (materialistic), despotic (persecution) and charity sayyiat (destructive).

According Tobroni (Tobroni, 2002) in his research, the negative energy will bring forth people who are not effective, namely those whose peak evils include:
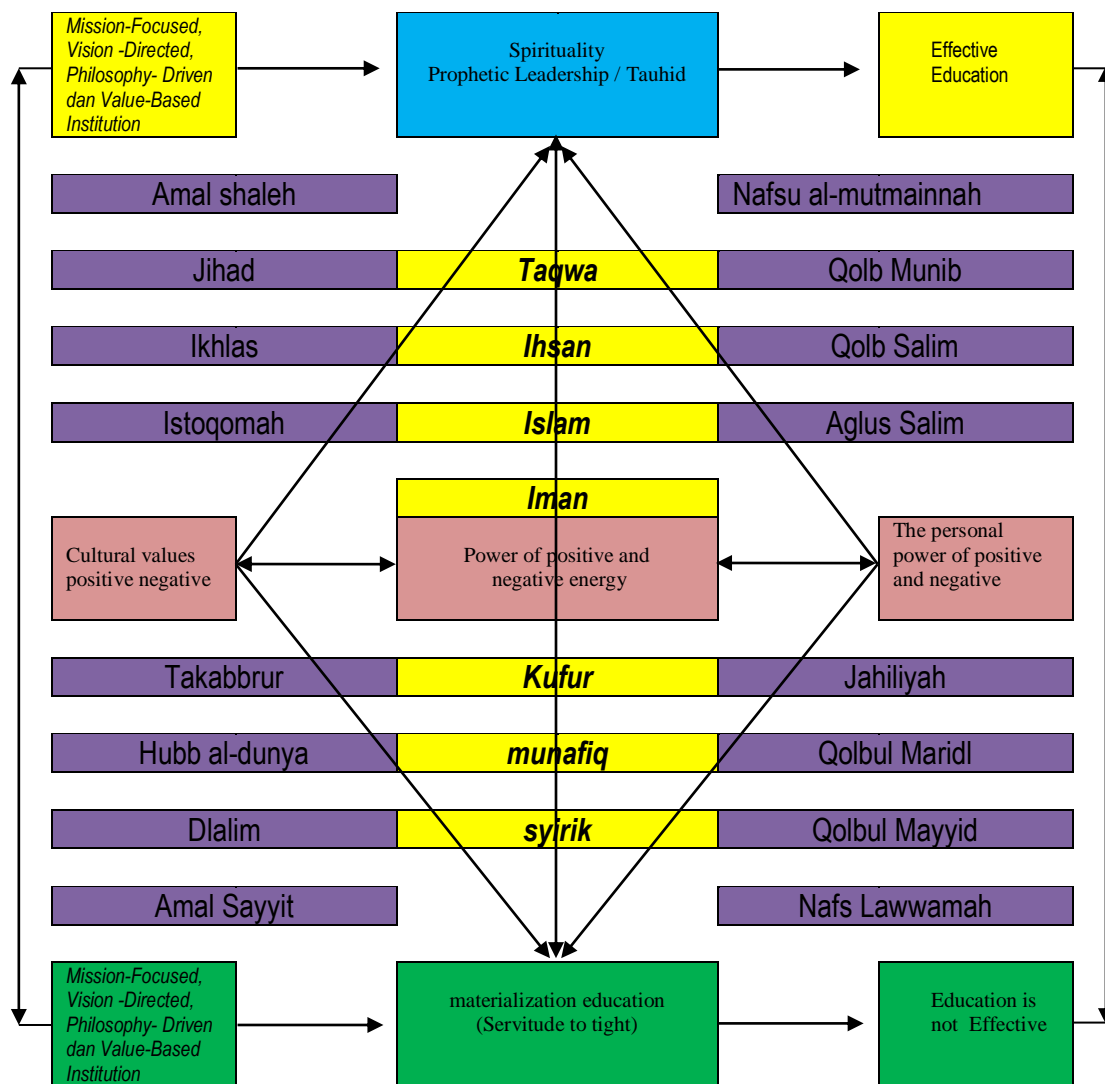
In that figure is understood that the cone above represent the values or the positive power, ie the values are derived from the values of divinity and when it is put into practice will lead to contentment. If the spiritual values which will serve as the organization's culture in educational

institutions will be a force for leaders to establish an effective individuals and organizations. In contrast image inverted cone is a material value (Evil) that cause hatred of God (al-lliih sukhti). If the values or the negative forces that made practice will be a destructive force for a leader in shaping individuals and organizations that are not effective.

Prophetic Leadership Concept

At the level of theory, leadership prophetic should be able to give change and renewal significantly so that bear a strong leadership (strong leadership) (Planning, 1987) is also expected to have a different conception of the theory of leadership in general (Yukl, 1994), the conception of strong leadership is a leadership capable of building a culture organizations effective. Prophetic Leadership is leadership that is able to bring Islamic education effective and boast. In research Edmonds (R, 1979) suggests, dynamic educational institution strives to improve work performance was good with some of the components in the educational institutions.

Prophetic leadership becomes empowerment and development ruh al-jihdt (Rahardjo, 1996) in the Islamic education. The term real leadership has been widely recognized, both academic and sociological, but when coupled with the leadership said prophetic words then charged spiritually. The term prophetic is a derivation of the word prophet, in Indonesian Dictionary, prophetic meaning. According Kuntowijoyo, prophetic leadership is the ability to influence others and achieve goals, a pattern that held prophet. Prophetic leadership strength lies in the condition of spiritual leader (Kuntowijoyo, 2006). In the spiritual leadership, this term became ambiguous, because it has a broad spectrum of understanding. Spiritual term in English is derived from the word spirit. In the Oxford Advanced Learner's Dictionary, the term spirit has a wide scope of meaning; soul, spirit, moral and intrinsic purpose or meaning. Meanwhile, in Arabic, spiritual term associated with the spiritual and rna 'Nawi of everything (Goleman, 2003).

Departing from the word spirit, the next process becomes spiritual or spirituality (spirituality) and comes down to the essence, eternity and not temporary or artificial. In the perspective of Islam, spirituality is always directly related to the divine reality (tawhid). Spirituality is not something alien to human life, because it is the core (core) values of humanity itself (Beeby, 1987), which is

comprised of two elements of material and spiritual or physical and spiritual elements. Human behavior is a product of tension between spiritual energy and material-physical or spiritual dimensions. Encouragement of spirituality always makes the possibility of bringing the dimension of human material to the spiritual dimension (spirit, divinity). This is certainly a way to understand and internalize the divinity, live according to the instructions, follow the example of the Prophet and oriented to obtain keridlaan God, thus becoming a slave as a lover of God. This is the holy man and his existence bringing joy to other humans in building the organization of Islamic education (Percy I., 1990).

Prophetic Leadership interpreted as leadership brings forth dimension to the spiritual dimension, God is a true leader who brightens, cleans conscience and soothe the soul of His servants in a very prudent approach and exemplary ethical. Therefore, spiritual leadership is also known as leadership by religious ethics. Hendricks, Ludeman in Tjahjono said the spiritual leadership can inspire, arouse, influence and mobilize exemplary, service, compassion and implementation of the values and divinity in others.

In that context, the prophetic leadership, as described by Ralph Stogdill dalamTrait Theory (Wynn, 2006); Early proponents of the classic trait perspective Certain individuals have suggested that special innate characteristics or qualities that the make them leaders and it is Reviews These qualities that differentiate them from nonleaders. Fundamental to this theory was the idea that some people are born with traits that the make them natural leaders. In this perspective, the role of individuals characterized by the innate potential that makes them become a leader in this context that the qualities that distinguish them from non-leaders. The cornerstone spawned the idea that the individual is born with traits that make them a natural leader, like; Prophet and His Messenger.

Prophetic leadership-oriented transformation of the values of prophethood, he is a figure that is exemplary in the history of human civilization and wherever possible follow the pattern of leadership (Sun, 2013). In line with the opinion of Hoy & Miskel that; The source of transformational leadership is in the personal values and beliefs of leaders (Wynn, 2006). Once the strategic role of leader to his followers, so that the values and beliefs held be a source of social transformation of any organization. Because they in Islam, the values of prophetic leadership refers to the pattern of leadership by Muhammad. With incredible integrity, he was awarded as al-amin (trustworthy), Muhammad was able to develop the leadership of the most ideal and most successful in human

civilization. The main characteristics that form; Siddiq (integrity), trust (trust), jathanah (working smart) and sermons (openly, human relations) are able to influence each others, in a way without indoctrinating inspire, awaken without harm, raised without force and took no rule.

Departing from the above description illustrates that, the issue of spirituality increasingly accepted in this century, which by the futurologist like Aburdene and Fukuyama said to be the century of the value (the value of age). In the perspective of history, spirituality has proven to be an incredible force, creating individuals with integrity and good moral whose existence is beneficial, and bring joy to others. Sociologically, spirituality has been able to build an Islamic society can reach the peak of Islamic civilization, and predicate Khaira Ummah for everything (rahmatan lil'dlamin)

In the social reality, in the midst of many complaints about the growing decline of human values as a result of their ethical malaise and ethical crisis that occurred mainly in North America, several references are lamenting the neglect of the values of the sublime in modern leadership, Drucker said: us now face the danger of the emergence of any barbarian society that is educated, more Kanungo and Mendonca said, our society has lost faith in basic values, because it needs a rebirth of spirituality in this leadership.

Prophetic leadership is believed to be the solution to the emergence of the current leadership crisis. Prophetic leadership may be the culmination of the evolution of the leadership model of all time, because this leadership model rests on the idea of human perfection (ahsani Taqwim), which is a creature composed of body, nafsani-spiritual. Prophetic Leadership is true leadership or leadership really is. He leads with the heart based on religious ethics and capable of forming the character, integrity and exemplary. He was not solely be a leader who is looking for rank and position, power and wealth. Model of leadership was not influenced by external factors, but more guided by internal factors conscience. In other words, not the external conditions that affect the liver and behavior, but in her heart that radiates to the outside of him (Ludeman, The Corporate Mystic: A Guidebook for Visionaries with Their Feet on the Ground, 1996).

Prophetic leadership does not mean anti-intellectual leadership. Prophetic leadership is not just perfectly rational, but rather clarifying

rationality with the guidance of his conscience. Leadership prophetic also does not mean leadership with supernatural powers as contained in the term' spiritual leaders or spiritual adviser, but leadership by using spiritual intelligence, sharpness inner eye or sixth sense. Leadership prophetic also can not be equated with that completely esoteric (inner) as opposed to the all-exoteric (birth, formal), but sought to bring and give value and meaning is born to the house of the inner (spiritual) or give charge spirituality and sanctity to all the profane.

Conception of prophetic leadership is always in associate with three main topics, among others: 1) power is the power, authority and legality authorizes leaders to influence and mobilize subordinates to be able to do something, 2) the authority is excess, excellence, virtue, so that people are able to manage other people, so that people will abide by the leadership and willing to do the deeds of certain, 3) the ability of all the power, capability, ability, strength and skill, technical and social skills are considered to be beyond the ability of its members (Kartono, 1998), as the Prophet Prophet Muhammad:

> Abdul Khamid bin Muhammad told us, told us Makhlad, Malik bin Mighwal, of Qais bin Muslim, from Tariq bin Shihab said: Abu Sa'id al-Khudri said: I heard the Messenger of Allah; Whoever saw kemungkaran and she was able to turn his hand then adjust as, if not able to change it by hand then adjust as with his tongue, and if still not able to, then adjust as the heart, then there is no dependents for him and this is the least of weak faith. (Al-Bayan, 2008)

Hadith above can be used as a foundation of how leadership prophetic, the Prophet has commanded us when a leader must be able to change things for the better, the first change of power, if it can not be spoken, and if it is not capable enough with the heart, even if it is as weak faith.

Epistemology Prophetic Leadership Values

Epistemology (et al, 1984) in the prophetic leadership, providing space for debate philosophical issues that can not be answered by science area, because of the nature of science sakralitas uphold the values of scientific bases on the territory of physical-empirical. The debate within the epistemology of education according to Muhaimin regarding basic human potential development (nature), cultural inheritance, and the interaction between potential and culture (Muhaimin, 2005). The epistemological questions directed to the value of prophetic leadership in

Islamic education deals with issues of basic concepts and at the same methodology. Therefore, substance prophetic leadership in the science paradigm. According to Mulkhan epistemological and methodological problem is also the problem of Islamic education (Mulkhan, 1993)

In that context, epistemology prophetic leadership is essential in order to produce quality education and educating, especially in the present crisis concerning science and technology as well as the leadership of Islamic education. The crisis in the leadership of Islamic education is now causing a tragedy of science become frozen and stagnant, making portraits of Islamic education is still not able to show its role optimally in the absence of exemplary leaders. Departing from the social conditions that, to overcome the weaknesses and problems within the leadership of Islamic education, it is necessary to reforms (reconstruction of education, especially in the educational leadership of Islam) in a comprehensive manner in order to realize the system ideal educational, intellectual and moral a way to reconstruct a model of leadership by example leadership. Epistemology prophetic leadership in developing Islamic education include; spiritual values and religious ethics as a means of purification, purification and generation of true human values to achieve grandeur and glory (ahsani taqwfm); the power of positive human potential, in the form of aqlus salfm, qalbun Salim, qalbun munib and lust Mutmainnah

Epistemology values prophetic leadership provides integral and comprehensive understanding in developing Islamic education, because it gave birth to the leadership epistemology buildings logical consequences, namely: 1) Eliminate the paradigm dichotomy between religious knowledge and general science, science is not value-free, but free to judge, teach religion through the language of science, and do not teach the traditional side, but the rational side. In addition, it should be added with the use of the senses and the intellect in the object area of science, while revelations provide guidance or guiding sense to color science with faith and spiritual values. 2) Changing patterns development of Islamic education indoctrination into participatory patterns between teacher and pupil. This pattern provides a space for students to think critically, optimistic, dynamic, innovative, giving logical reasons, even learners can also criticize the opinion of the teacher if there is an error. 3) Changing the ideological paradigm into the scientific paradigm that is grounded in God's

revelation, provides flexibility for the human mind to study, examine, observation, finding, knowledge (paragraph kauniyah) with hints of God's revelation, and without any scientific paradigm rests on revelation, remains will be secular. Therefore, for the leadership epistemology is true, then the consequences should be based on God's revelation. 4) In order to sustain and epistemology underlying this approach, it is necessary to do reconstruction model of leadership rooted in monotheism. 5) Epistemology prophetic leadership oriented toward a harmonious relationship between reason and revelation, emphasized on perumbu integration between faith, science, charity, and morals. All of these dimensions moves complement each other, so the mix of all the dimensions is capable of bringing forth human plenary have faith that is strong, spiritual depth, breadth of knowledge, and has the manners of a noble grounded in all sourced from Allah, all belongs to God, functionalized to carry out their duties as the caliph of God and as Abdullah, and will return to God. It could be said that the results of this integration product is a man of faith, knowledgeable amaliyah, scientific charitable, pious divine, moral rabbaniyah 6) Another consequence is to change the approach of theoretical or conceptual approach to the contextual approach or applicative, of prophetic leadership here should provide a wide range of media support services to achieve the expected results.

Epistemological paradigm prophetic leadership had an impression that they are theological, doctrinal, passive. Because it's an alternative to thaw them in establishing a framework of epistemology begins prophetic leadership of exemplary leadership and rests on the following matters: 1) Based on the values of the Qur'an and Sunnah that are designed with the concept of science. Relying on the spiritual power that has dialogical-harmonious relationship between reason and revelation, interdependence reason with intuition and related spiritual values. Episemologi prophetic leadership, become the foundation and build hope in the lives of Muslims are better with an Islamic civilization that is more established and stable. 2) Prophetic leadership epistemology based on monotheism process, empirical experience, where the empirical reality is then observed, studied and researched by relying on methods of observation and experimentation with technique-the technique with the spirit of the monotheistic faith. This step emphasizes that epistemology should be defined as a process, procedure, work method or research methodology in order to achieve new knowledge, not epistemology within the meaning of source or tool to achieve knowledge. Then, charges theological or theology hegemony on epistemology must be

removed such that epistemology be independent or stand-alone. 3) Orientation epistemology prophetic leadership insists on doing, activity and creativity, or professional work that makes people more active and kretif. In the process, activity, creativity and spiritual values, morality entered in it.

Epistemology of prophetic leadership is more emphasis on the example of a leader (leadership) and was based on revelation, spiritual values, as well as the scientific method integral process-based implementation of monotheism. Revelation function is to provide encouragement, direction, guidance, control, control over the actions and behavior of the leader.

Prophetic Leadership Characteristics

Building a prophetic leadership, can not be separated from the characteristics that must be owned by a leader. According to Percy, in his book Going Deep Exploring Spirituality in life and leadership (Percy, 1990), the leadership can be run with the following formulation: 1) First, the brain trust spiritual leader, spent 30% of their time thinking and develop the brain's ability, based on each decision-making. 2) The second is the spiritual communications leader spent 2.5 hours a day, to ensure that the communication inside and outside the organization to be effective. Communication is seen is very important in the organization, attention to input from subordinates as an expression of aspiration cause feelings on subordinates that they noticed. 3) Third 20% first mentoring and succession planning, the spiritual leader of allocating 1.5 hours / day for internal consultation, mentoring, coaching, succession planning. 20% of the latter is operational

Spiritual leader, allocating 20% of Reviews their time to read / understand the institutional development of Islamic education, how the event went well. Spritual leadership characteristics as presented by Tobroni in Spiritual Leadership, based on the ethical values, Among others: 1) Honesty true, the secret of success of great leaders in carrying out its mission is to uphold honesty. 2)Fairness, the spiritual leader of the mission of social justice, both fair to yourself, your family and others. 3) The spirit of righteous deeds, spiritual leadership to be different, the which works as a call of conscience that is dedicated solely to hope and the blessings of God. 4) Hated formality and organized religion, a spiritual leader hated formality. Measures formalities need only be done to Strengthen the meaning of the substance of the action itself and in order to

celebrate a success, victory. 5) Slightly talk a lot of work, a spiritual leader is the leader of few words a lot of work. He is more forward the job done efficiently and Effectively. 6) Openness to change, different spiritual leaders with leaders in general. He did not hate change and love of the establishment. The spiritual leader has a sense of respect even pleased with the changes. 7) The leader of a loved one, love for the spiritual leader is not a charity in the narrow sense that could Affect the Objectivity in decision-making and gudgeon performance of institutions, but the love that empowers, love is not purely individual, but love the namely structural Thousands of love to the people he leads.

h. Think Globally and act locally statement, a spiritual leader. has a vision far into the future by considering the present situation. 8) Humility, a spiritual leader is fully aware that all top notch, achievements, praise and honor it were not for him and not for him, but Because and to the Essence of the Praiseworthy (Goleman, Working With Emotional Intelligence, Emotional Intelligence to Achieve Peak performance 2003).

Prophetic leadership, must have spiritual intelligence is built on Islamic values and able to be implemented in the social life, some typologies must a leader as follows: 1) Flexible, people who have high spiritual intelligence is marked by his flexible or adaptable. 2) High reflection capabilities, people who have high spiritual intelligence, has a high reflection capabilities. He tends to ask 'why' or what if "as a continuation of" what "and" how ". 3) Self-awareness and high environmental, high self-awareness means it has to know her as well as possible. He has been able to control himself, for example to control emotions and impulses more. 4) The ability of high contemplation, people have the high spiritual intelligence on the mark with the ability of high contemplation, namely: the ability to get inspiration from various things; ability to convey value and meaning to others (inspiring); observing various things to attract a lesson or inspiration; memiliki kreatifitas high and the ability of innovation that comes from the inspiration that failure by.

CONCLUSION

Leadership model prophetic, more based on the values of divinity among others: 1) establish the intention is pure, which is the build quality batiniyah excellence for community organizations so as to have the full attention (involve;) and focused in a submissive at each execution of tasks; 2) develop a quality culture by building a core belief and core values to the community organizations that live and work is the essence of worship (dedicated) to God, because it must be done with the best (ahsanu amala); 3) develop

brotherhood to fellow members, with the principles of brotherhood, unity, cooperation, synergy between individuals, groups and between units within the organization, so as to create all the potentials and forces can be empowered optimally; 4) develop ethical behavior (good moral) work through empowering attitude of gratitude and patience in carrying out the mandate.

Prophetic leadership behavior, conducted through an ethical approach, namely: behave as murabbi (herders) in developing leadership and responsibility; behave as a purifier and pengilham in the communication process; behave as ta'mir (pemakmur) the welfare of subordinates; behaves as an entrepreneur in the tips to develop the business; and behaves as an enabler in developing leadership skills for his subordinates and in creating new and better leaders. Strength lies in the attitude of prophetic leadership and consistency in the ethical values religious derivation of ethical conduct God against His servants. Such leaders can develop strong leadership (strong leadership), the prophetic leadership of more advanced aspects of exemplary (uswah hasanah) and ultimately was able to build an organizational culture of effective Islamic education.

Prophetic leadership model seeks to cultivate faith, islam, charity and piety for the entire community organizations, through enlightenment and generation of religious values and the power contained therein. Through enlightenment and the generation of faith and taqwa by moving its potential, build mutual trust, solidarity, teamwork, honesty and responsibility. Dalarn efforts to develop positive values, leadership prophetic develop a culture of exemplary community organization and become a leader in terms of exemplary morals, hard work, the spirit of jihad and altruistic spirit, a spirit of giving and serving. Commitment and dedication this in turn will give birth to a culture of quality and quality organization.

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DEVELOPMENT PREPARATION, IMPLEMENTATION, AND EVALUATION OF THE REGIONAL DIVERSITY-ORIENTED THEMATIC LEARNING FOR 3 GRADE OF ELEMENTARY SCHOOL IN MALANG

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ABSTRACT

The research of this thematic learning conducted in the 3 grade of the elementary school in Malang which was divided into the region of city center, a half of city and village, and border village. The subjects of this research were 50 teachers of the 3 grade of the elementary school in Malang. The goal objects of this research included: (a) make a thematic lesson plan in the 3 grade of elementary school, (b) implement thematic learning in the 3 grade of elementary school, (c) evaluate the lesson plan and accomplish of thematic learning in the 3 grade of elementary school. The instruments used in this research were questionnaire, interview guide, and documentation. The gained from the questionnaire processed in qualitative by using percentage. In the thematic learning, the teachers of elementary school or madrasah ibtidaiyah faced some difficulties, they were: (1) making or arranging the lesson plan for 3 grade of the elementary school or madrasah ibtidaiyah in Malang, that were mapping out the Basic Competence (KD), abbreviating the theme, and developing the indicator, (2) Implementing the thematic learning, such as: less practiced in the field, the teachers in elementary school or madrasah ibtidaiyah faced difficulties in deciding the learning methods for thematic learning which activated the learners, (3) Evaluating the thematic learning, such as: the teacher in elementary school or madrasah ibtidaiyah only focused on the cognitive successfulness

Keywords: thematic learning, preparation, implementation and evaluation.

This research focused on the map making about teachers' skill in: (1) making the thematic lesson plan for 3 grade of the elementary school, (2) implementing thematic learning in the 3 grade of elementary school, (3) evaluating the lesson plan and implementing thematic learning for 3 grade of elementary school suitable with the teaching they made, except for the drafting of a handbook (guides) on the teachers' skill in: (1) making the thematic lesson plan for the 3 grade of elementary school, (2) teachers' skill in implementing thematic learning in the 3 grade of elementary school, (3) evaluating the lesson plan and implementing thematic learning for 3 grade of elementary school suitable with the teaching they made. So that, the straightening problems as follows: how is the regional diversity oriented thematic learning for 3 grade of elementary school in Malang.

RESEARCH METHOD

The first problem which would be solved is (1) how is the data illustration about teachers' skill in making thematic lesson plan for the 3 grade of elementary school, (2) how is the data illustration about teachers' skill in implementing thematic learning at the 3 grade

of elementary school, (3) how is the data illustration of teachers' skill in evaluating the lesson plan and implementing thematic learning for the 3 grade of elementary school appropriate with the learning scenario that they made.

Therefore, the procedure that would be done in planning those problems was:

Research Plan

The first step of this research is used descriptive plan. this research is aimed to describe systematically, specify and accurate about (1) how is the data illustration about teachers' ability in making thematic lesson plan for the 3 grade of elementary school, (2) how is the illustration data about teachers' skill in implementing thematic learning at the 3 grade of elementary school, (3) how is the teachers' ability in evaluating the lesson plan and implementing thematic learning at the 3 grade of elementary school suitable with the learning scenario that they made. Therefore, determined two ways, they are survey and deepen interview completed by observing and documenting (Winarni, 2007). Both of those way used as an entry for developing the diversity-oriented thematic learning (geographical characteristic) on the learners at the 3 grade of elementary school in Malang.

Variable of the Research

Variable of the research that would be studied or examined in this first step is the profile of thematic learning as follows: (1) how is the data illustration about teachers' skill in making the thematic lesson plan at the 3 grade of the elementary school, (2) how is the data about teachers' skill in implementing the thematic learning at the 3 grade of elementary school, (3) how is the data about teachers' skill in evaluating the lesson plan and implementing the thematic learning at the 3 grade of elementary school suitable with the learning scenario that they made.

Therefore, taken on two ways, namely survey and deepen interview completed by observing and documenting. Both of them were used as an entry for developing model of diversity-oriented thematic learning (geographical characteristic) for the 3 grade of elementary school at Malang.

Population and Sample

The population of this research were the teachers at the 3 grade of elementary school placed in Malang region consisted of (a) center of the city consisted of Klojen sub-district and Lowokwaru, (b) half of the city and the village consisted of Blimbing sub-district and Sukun, (c) Village, namely Kedung Kadang sub-district (a border). Each of the sub-district consisted of 5 supervision regions, each of the supervision was taken 2 elementary schools, amount of the subjects were (5x5x2) or 50 elementary schools.

Research Instrument

The instruments used in this research were questionnaire and interview guide. There are some important steps in arranging the questionnaire. First is elaborate the first variable (1) how is the data illustration about teachers' skill in making thematic lesson plan for the 3 grade of elementary school, (2) how is the data about teachers ability in implementing the thematic learning in the 3 grade of elementary school, (3) how is the data about teachers' skill in evaluating the lesson plan and implementing the thematic learning scenario in the 3 grade of elementary school suitable with their own learning scenario that they made. Both of the way used as an entry to develop diversity-oriented on the model of thematic learning (geographical characteristic) in the 3 grade of elementary school at Malang.

Those variables elaborated into sub variable. Second, arranging the questions based on the characteristics or grating which always is made. Forth, accomplish analysis on the question based on the substance and the technical administration. Five, accomplish the completing instruments. Kinds of the interview used were structured interview. Consisted of basic questions, and asked for open-ended answer from the respondents.

Collecting the Data

Assessment of data field expert testing done by using questionnaire and interviewing about the acceptableness of the packet. Based on Moleong (2008) this questionnaire contained an entry level of utility, accomplish, and consistency. The interview contained an entry to the correction on the model of diversity-oriented (Geographical characteristic) thematic module training packet for the 3 grade of elementary school in Malang. Then, the experiment data would be collected by using questionnaire, interview, observation and inventory.

Data Analysis

Qualitative analysis used to determine the performance of teachers response from the 3 grade of elementary school. According to Moleong (2008), research position in the qualitative research is as the planer, organizer, collector, analysis, data interpreter and finally as the reporter on the result of the research. Qualitative approach used when the research analyze the result of mapping: (1) teachers' skill in making thematic lesson plan for the 3 grade of elementary school, (2) teachers' skill in implementing thematic learning in the 3 grade of elementary school, (3) teachers' skill in evaluating the lesson plan and implementing the thematic learning at the 3 grade of elementary school suitable with the learning they made, and then the data from field notation processed tobe some meaningful sentences.

RESULT AND DISCUSSION

Result from the first research on the first year, for the region considered from their elementary school consisted of city center (Klojen sub district and Lowokwaru sub district), half city and half village (Blimbing sub district and Sukun sub district), and village (Kedung kandang sub district) as follows:

1) Mapping out the basic competence before making the lesson plan

No	Alternative answer	City center	Half city and Half village	Village
a)	Yes	80%	85%	42%
b)	No	5%	15%	58%
c)	sometimes	10%	-	-
d)	No answer	5%	-	-

2a) Obstacles faced when mapping the basic competence (KD)

No	Alternative answer	City center	Half city and half village	Village
a)	Blend or mix the suitable theme and basic competence related with the course	14%	27%	55%
b)	Relates each of the material	14%	-	15%
c)	Have not understand yet because there is no deepen training yet	16%	5%	-
d)	Different suitability competence	7%	-	-
e)	Putting the indicators	7%	-	-
f)	Suitability with the theme	7%	5%	-
g)	Relates course material per discipline with the theme	7%	-	-
h)	Breaking up among the material and the basic competence, indicator and the learning steps	7%	-	-
i)	Time	0%	5%	-
j)	Classify per basic competence	7%	-	-
k)	There are some basic competence which cannot be mapped in one theme in some courses	7%	5%	-
l)	Nothing/divided/empty	7%	27%	30%
m)	Not answer	-	21%	-
n)	Determined the basic competence which is suitable with the theme-	-	5%	-

2b) Solution to overcome the obstacle in putting the basic competence before making the lesson plan

No	Alternative answer	City center	Half city and half village	Village
a)	There is no solution because of the complication	5%	-	-
b)	Deepen the material that would be delivered and looked the relevancy of every relevance material	5%	-	14.3%
c)	Found out the information from friends	10%	11%	-
d)	Isolated the competence in different time	5%	-	-
e)	Saw the example on the other book	5%	5.5%	-
f)	Found out suitability with the theme	5%	5.5%	-
g)	Making perception which enable some of the course could be put together	5%	-	-
h)	KKG (having a discussion on the KKG)	5%	3%	-
i)	Making self lesson plan without including the available theme	5%	-	-
j)	Have not understand yet	5%	11%	-
k)	Saw the text book	5%	-	-
l)	Understand the basic competence	10%	-	-
m)	Not answer	25%	31.5%	14.3%
n)	Asked and saw the example	5%	-	-
o)	Found out the same	-	5.5%	-
p)	Tried to make it, might be have not accurate yet	-	5.5%	-
q)	Used anathematic methods	-	5.5%	14.3%
r)	Implemented the program and accompanied by the learning correction	-	5.5%	-
s)	Basic competence mapped out suitable with the material and the learning objective	-	5.5%	-
t)	Collected the basic competence in each course	-	-	14.3%
u)	Inserted the basic competence in the nearly suitable theme	-	-	14.3%
v)	Flexible in the time allocation	-	-	14.3%
w)	Adjusted between the basic competence and the theme	-	-	14.3%

3a) Making yearly program

No	Alternative answer	City center	Half city and half village	Village
a)	Yes	95%	95%	70%
b)	Sometimes	5%	-	-
c)	No	-	5%	30%

3b) Obstacles in making yearly program

No	Alternative answer	City center	Half city and half village	Village
a)	Time	35%	15%	27.5%
b)	There is no	10%	35%	15%
c)	Incompletely with the plan in the year	5%	5%	-
d)	Not answer	20%	20%	27.5%
e)	Not understand	5%	-	-
f)	Arrange time allocation accurately	10%	5%	-
g)	Difficulty/feel difficult	5%	-	-
h)	The way of arranging or organizing	5%	-	-
i)	Too much because the there is the existence of semester's program	-	-	15%
j)	Difficult to divide the time in a year	5%	5%	-
k)	Organizing the basic competence with the time allocation of course and theme	-	5%	15%
l)	Developing the indicator	-	5%	-
m)	Too much lesson	-	5%	-

3c) the solution to overcome the problems

No	Alternative answer	City center	Half city and half village	Village
a)	Not answer	35%	65%	44%
b)	Better to finish it in KKG	10%	5%	-
c)	Estimate the time	5%	-	-
d)	Calculate the active day on academic calendar	20%	-	14%
e)	Pay attention on the examples	5%	-	-
f)	Borrowing the theme (learn with a friend)	5%	-	14%
g)	Adjust with the learners	5%	-	-
h)	Increase the private lesson at noon	15%	-	14%
i)	Processed the learning time efficiently and implemented the learning process logically	-	5%	-
j)	Used indicators in the curriculum	-	5%	-
k)	Making yearly program while holiday	-	5%	-
l)	Give a note on the prose as revision in arranging the next prose and accommodate while implemented	-	5%	-
m)	Analyze through the previous learning	-	5%	-
n)	Revise a bit	-	5%	-
o)	Making semester program	-	-	14.%

4a) Making a syllabus

No	Alternative answer	City center	Half city and half village	Village
a)	Yes	-	-	70%
b)	Not yet	-	-	-
c)	No	-	-	30%

4b) Obstacles in making the syllabus

No	Alternative answer	Half city and half village
a)	Difficult in adapting the theme	10%
b)	Not answer	35%
c)	Have not make it yet (no obstacles)	10%
d)	Suitability with the theme	5%
e)	Mixed the learning material with the theme	5%
f)	Do not understand on how to make it	5%
g)	When there is a basic competence which cannot be mapped out with the theme	5%
h)	Determine the indicator	5%
i)	Sectioning determined the activity	5%
j)	Estimate the thoroughness of basic competence related with the meeting needed	5%
k)	Learning activity sometimes is not the same with the activity in field	5%
l)	Inserting the course smoothly	5%

4c) Solutions to overcome the problems

No	Alternative answer	City center	Half city and half village	Village
a)	Discussing with friends	10%	-	-
b)	Not answer	35%	60%	-
c)	Work in group	5%	-	44%
d)	Collaboration with other teacher	10%	-	-
e)	Still includes the syllabus	5%	-	-
f)	Understand the material	5%	5%	-
g)	Increase the time of grouping	5%	5%	-
h)	learning process did permanently based on the teachers ability	-	-	14%
i)	Saw the exist syllabus	5%	-	-
j)	Estimate the level of basic competence difficulties which is taught by the learners understanding/achieving	5%	-	-
k)	Implementing the syllabus by adjusting the students' learning activity with the class atmosphere	5%	5%	-
l)	Discuss in the KKG	5%	5%	14%
m)	Adjust with the indicator	5%	-	28%

5a) Arranging theme system

No	Alternative answer	City center	Half city and half village	Village
a)	No	75%	80%	58%
b)	Yes	25%	20%	42%

5b) Difficulties in making theme system

No	Alternative answer	City center	Half city and half village	Village
a)	Adjusting with the theme	25%	20%	28%
b)	Relates the material with other material	10%	10%	-
c)	Need more time	10%	5%	-
d)	Not answer	25%	15%	44%
e)	Have not understand yet on how to make it/not understand	15%	5%	-
f)	Have not training yet	5%	-	-
g)	Inserting or dividing to other courses smoothly	5%	10%	14%
h)	Do not have	5%	15%	-
i)	Theme dividing in each basic competence	-	5%	14%
j)	Always open the KTSP	-	5%	-
k)	Determine the indicator	-	10%	-

5c) Solution of the Problem

No	Alternative answer	City center	Half city and half village	Village
a)	Work in group	5%	5%	14%
b)	Ask to other friends	10%	15%	-
c)	Not answer	55%	30%	14%
d)	The learners are follows the teachers' willingness	5%	5%	-
e)	Understanding every basic competence or material so the teacher can relates them	10%	5%	-
f)	Solve in KKG	5%	20%	-
g)	Arrange sets of learning logically	5%	-	-
h)	Adjust with the indicator	5%	-	-
i)	Adjust with the existence of theme	-	-	14%
j)	There is no/do not know	-	10%	14%
k)	Look for the existence the book adjusted with the environment/learner	-	10%	14%

6. Implement the a-f sequence

No	Alternative answer	City center	Half city and half village	Village
a)	Yes	65%	60%	58%
b)	Not yet	15%	15%	-
c)	Some /a part	20%	25%	42%

7. The way on arranging the lesson plan without doing a-f sequence (6)

No	Alternative answer	City center	Half city and half village	Village
a)	Not answer	60%	55%	-
b)	Program semester as the basis, syllabus from the curriculum, basic competence, and theme system	15%	15%	-
c)	Arranging the lesson plan by helping from other friends or collaborating with other teachers	55%	30%	14%
d)	Arranging as well as possible or following while correcting/revising	10%	10%	14%
e)	Arranging the lesson plan or have not thematically	5%	-	43%
f)	Find out in the internet or in the books	-	10%	-

8. The obstructions relates with the answer number 7

No	Alternative answer	City center	Half city and half village	Village
a)	Not answer	40%	30%	29%
b)	Needs more time	15	10%	14%
c)	Not class guardian	-	-	14%
d)	Assessment	-	-	29%
e)	Cannot thematic/have not understand	25%	25%	14%
f)	Difficult in adjusting with the basic competence	5%	15%	-
g)	Difficult in combining between the courses	-	5%	-
h)	Lot of students	5%	5%	-
i)	Lack of the media	5%	10%	-
j)	Arrange based on the KBM situation	5%	-	-

9. The solution relates with number 7

No	Alternative answer	City center	Half city and half village	Village
a)	Teaching as well as possible	10%	15%	-
b)	Ask to other friends	40%	35%	44%
c)	Not answer	10%	-	-
d)	Work together with friends	15%	-	-
e)	KKG	5%	25%	14%
f)	Not thematic	10%	5%	-
g)	Try to on time	5%	-	-
h)	To be continued at home	5%	5%	-
i)	Thematic training	-	-	14%
j)	Delivered the lesson plan one theme/every theme	-	10%	14%
k)	Used the most simple media	-	-	14%

10. The activity that was done when opening the lesson in implementing the thematic learning

No	Alternative answer	City center	Half city and half village	Village
a)	Question and answer, story, sing	55%	35%	28%
b)	Bring the learners to the condition which are they ready to learn, perception	35%	40%	14%
c)	Give the authentic examples in the perception	10%	-	-
d)	Relates the theme with the learning at the day	-	25%	-
e)	Not answer	-	-	44%
f)	Stimulating by using media	-	-	14%

11. Activity in the learning process (whilst activity), learning strategy

No	Alternative answer	City center	Half city and half village	Village
a)	Lecturer/explaining	15%	5%	14%
b)	Individual/discussion	10%	5%	14%
c)	Question answer, discussion	50%	10%	-
d)	Dominate all the methods/variation of strategies (based on the condition)	5%	50%	30%
e)	Adjusting the basic competence with the material	-	5%	-
f)	Activated the learners, an interesting learning process	15%	5%	14%
g)	Used PAKEM, visual aids	5%	5%	14%
h)	Not answer	-	15%	14%

12. The activity while closing the learning process (Post Activity)

No	Alternative answer	City center	Half city and half village	Village
a)	Yes, delivering the task o the material by giving a compliment, follow up, and conclusion	95%	95%	72%
b)	Sometimes	-	5%	14%
c)	Not answer	-	-	14%

13. Steps to see the teachers' successfulness in implementing thematic learning

No	Alternative answer	City center	Half city and half village	Village
a)	The learners could answer the questions	40%	15%	-
b)	Evaluation and follow up	45%	65%	58%
c)	Quizzes per chapter	10%	5%	-
d)	Feedback for every basic competence	5%	15%	28%
e)	Not answer	-	5%	-
f)	Assessment process	-	-	14%

14. in what form that the teachers' successfulness can be seen in implementing the thematic learning?

No	Alternative answer	City center	Half city and half village	Village
a)	Written test	25%	55%	72%
b)	Oral test	-	5%	-
c)	Written test/oral test/tasks	65%	30%	-
d)	Not answer	10%	10%	28%

15a) Obstacles in evaluating

No	Alternative answer	City center	Half city and half village	Village
a)	The old learners performance the group (wasting time)	20%	10%	14%
b)	There is no obstacles	10%	20%	14%
c)	Difficult in adjusting the learners ability and the environment	35%	25%	28%
d)	Facility, lack of infrastructure	5%	5%	28%
e)	Not answer	20%	25%	-
f)	Kinds of evaluating which is suitable with the basic competences (KD) is difficult to be understood	10%	15%	14%
g)	Amount of the learners	-	-	14%

15a) Obstacles in evaluating

No	Alternative answer	City center	Half city and half village	Village
a)	Gave the priority to the learners whom finished of reading their results	10%	5%	-
b)	Not answer	40%	75%	58%
c)	Adjusting the learning schedule	5%	-	-
d)	Repeat the material and revising the lesson plan	5%	5%	28%
e)	Sufficient Source of learning	20%	10%	-
f)	Add the time	5%	-	-
g)	KKG	-	-	14%

DISCUSSION

Based on the interview and the result of observation as well as the result of questionnaire which was experienced by the teachers at the 3 grade of the elementary school in Malang, concerning the thematic learning, many teachers in the city center, half city and village too as well as the village (a border) experienced obstacles in

making the lesson plan, implementing the learning process, and evaluating in thematic above, whereas the main objective of the school possibly help the learners in understanding their worlds (Kovalik, 1994).

They difficult to improve or to elaborate the indicator when they are making thematic lesson plan, mapping out the basic competence, and combining them with the suitable theme and representing the courses (science, social, mathematic, citizenship) abbreviate the problem. However, mapping out the basic competence is the first component in arranging the thematic lesson plan for 3 grades.

Eighty seven percent (87%) of teachers in Malang have made yearly program or (PROTA) and semester program (PROMES), but only 30% teachers of elementary school at the 3 grade made the syllabus. The teachers at the 3 grade of elementary school in Malang also have made the thematic lesson plan, but they did not sure about its correctness. Time's distribution and appropriate portion for the thematic courses also became a problem in arranging the lesson plan.

In implementing the thematic learning the teachers at the 3 grade of elementary school felt difficult in determining the appropriate learning method with the thematic learning to activate the learners, but this is not suitable with the statement or the explanation that in the time period of learning, creativity and motivation are very important for every learner (Nurcholis and Bachtiar, 2012). Especially in the whilst activity, but their perception have done the activity which can attract their learners. Although they have had made thematic programs, many of them are still doing the conventional learning or per courses. The limitation of thematic learning sources especially the text books used by the learners also became the problem or the obstacle in doing thematic learning.

Evaluation which is done by the teachers at the 3 grade of elementary school in Malang still emphasizing on the form of written test, proved by the learners which can only answer the question test. The teachers at the 3 grade of the elementary school in Malang still cannot evaluate the lesson plan made by themselves and thematic learning that they have done (self reflection).

CONCLUSIONAND RECOMMENDATION
Conclusion

Difficulties in arranging the thematic lesson plan for the teacher at the 3 grade of elementary school in Malang as follows: mapping out the basic competence, abbreviating the theme, and elaborating the indicator. Implementing the thematic learning as follows: lack of practicing or implementing the field, the teachers of the 3 grade at the elementary school have difficulties in determining the appropriate teaching method for thematic learning which can activate the learners, (2) Evaluating the thematic learning as follows: the teachers at the 3 grade of elementary school only focused on the cognitive successfulness. They still cannot evaluate the lesson plan made by themselves and thematic learning which is done by them (self reflection).

Recommendation

It is necessary to have pocketbook (guidance) about: (a) teachers' skill in making thematic lesson plan for the 3 grade of the elementary school, (b) teachers' skill in implementing thematic learning at the third grade of the elementary school, (c) teachers' skill in evaluating the lesson plan and implementing the thematic learning for the 3 grade of the elementary school suitable with the learning scenario, (2) It is necessary to make a training for the teachers at 3 grade of elementary school in Malang. The training is about (a) teachers' skill in making thematic lesson plan for the 3 grade of elementary school, (b) teachers' skill in implementing thematic learning at the 3 grade of elementary school, (c) teachers' skill in evaluating the lesson plan and implementing thematic learning for the 3 grade of elementary school which is suitable with the learning scenario.

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INCREASING MOTIVATION, ACTIVITIES, AND STUDENT LEARNING OUTCOMES OF COOPERATIVE LEARNING MODEL WITH THINK PAIR SHARE TYPE

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ABSTRACT

The study aims to improve motivation, activities, and student learning outcomes. The results of the study on the implementation of cooperative learning model Think Pair share in the first cycle obtained an average score of 69, while the second cycle obtain an average score of 76. Increased student activity seen from the observation sheet filled out by the observer. In the first cycle the average student activity 75 and the second cycle reaches 92. Improved learning outcomes IPS seen from the results of cognitive tests done each end of the cycle. The average score on the student's final pre-action reached 60, the second cycle is 76, and the second cycle reaches 82.

Keywords: motivation, activity, learning outcomes, think pair share

This research focused on the map making about teachers' skill in: (1) making the thematic lesson plan for 3 grade of the elementary school, (2) implementing thematic learning in the 3 grade of elementary school, (3) evaluating the lesson plan and implementing thematic learning for 3 grade of elementary school suitable with the teaching they made, except for the drafting of a handbook (guides) on the teachers' skill in: (1) making the thematic lesson plan for the 3 grade of elementary school, (2) teachers' skill in implementing thematic learning in the 3 grade of elementary school, (3) evaluating the lesson plan and implementing thematic learning for 3 grade of elementary school suitable with the teaching they made. So that, the straightening problems as follows: how is the regional diversity oriented thematic learning for 3 grade of elementary school in Malang.

The first problem which would be solved is (1) how is the data illustration about teachers' skill in making thematic lesson plan for the 3 grade of elementary school, (2) how is the data illustration about teachers' skill in implementing thematic learning at the 3 grade of elementary school, (3) how is the data illustration of teachers' skill in evaluating the lesson plan and implementing thematic learning for the 3 grade of elementary school appropriate with the learning scenario that they made.

Therefore, the procedure that would be done in planning those problems was:

Research Plan

The first step of this research is used descriptive plan. this research is aimed to describe systematically, specify and accurate about (1) how is the data illustration about teachers' ability in making thematic lesson plan for the 3 grade of elementary school, (2) how is the illustration data about teachers' skill in implementing thematic learning at the 3 grade of elementary school, (3) how is the teachers' ability in evaluating the lesson plan and implementing thematic learning at the 3 grade of elementary school suitable with the learning scenario that they made. Therefore, determined two ways, they are survey and deepen interview completed by observing and documenting (Winarni, 2007). Both of those way used as an entry for developing the diversity-oriented thematic learning (geographical characteristic) on the learners at the 3 grade of elementary school in Malang.

Variable of the research that would be studied or examined in this first step is the profile of thematic learning as follows: (1) how is the data illustration about teachers' skill in making the thematic lesson plan at the 3 grade of the elementary school, (2) how is the data about teachers' skill in implementing the thematic learning at the 3 grade of elementary school, (3) how is the data about teachers' skill in evaluating the lesson plan and implementing the thematic learning at the 3 grade of elementary school suitable with the learning scenario that they made.

Therefore, taken on two ways, namely survey and deepen interview completed by observing and documenting. Both of them were used as an entry for developing model of diversity-oriented thematic learning (geographical characteristic) for the 3 grade of elementary school at Malang.

The population of this research were the teachers at the 3 grade of elementary school placed in Malang region consisted of (a) center of the city consisted of Klojen sub-district and Lowokwaru, (b) half of the city

and the village consisted of Blimbing sub-district and Sukun, (c) Village, namely Kedung Kadang sub-district (a border). Each of the sub-district consisted of 5 supervision regions, each of the supervision was taken 2 elementary schools, amount of the subjects were (5x5x2) or 50 elementary schools.

The instruments used in this research were questionnaire and interview guide. There are some important steps in arranging the questionnaire. First is elaborate the first variable (1) how is the data illustration about teachers' skill in making thematic lesson plan for the 3 grade of elementary school, (2) how is the data about teachers ability in implementing the thematic learning in the 3 grade of elementary school, (3) how is the data about teachers' skill in evaluating the lesson plan and implementing the thematic learning scenario in the 3 grade of elementary school suitable with their own learning scenario that they made. Both of the way used as an entry to develop diversity-oriented on the model of thematic learning (geographical characteristic) in the 3 grade of elementary school at Malang.

Those variables elaborated into sub variable. Second, arranging the questions based on the characteristics or grating which always is made. Forth, accomplish analysis on the question based on the substance and the technical administration. Five, accomplish the completing instruments. Kinds of the interview used were structured interview. Consisted of basic questions, and asked for open-ended answer from the respondents.

Assessment of data field expert testing done by using questionnaire and interviewing about the acceptableness of the packet. Based on Moleong (2008) this questionnaire contained an entry level of utility, accomplish, and consistency. The interview contained an entry to the correction on the model of diversity-oriented (Geographical characteristic) thematic module training packet for the 3 grade of elementary school in Malang. Then, the experiment data would be collected by using questionnaire, interview, observation and inventory.

Qualitative analysis used to determine the performance of teachers response from the 3 grade of elementary school. According to Moleong (2008), research position in the qualitative research is as the planer, organizer, collector, analysis, data interpreter and finally as the reporter on the result of the research. Qualitative approach used when the research analyze the result of mapping: (1) teachers' skill in making thematic lesson plan for the 3 grade of elementary school, (2) teachers' skill in implementing thematic learning in the 3 grade of elementary school, (3) teachers' skill in evaluating the lesson plan and implementing the thematic learning at the 3 grade of elementary school suitable

with the learning they made, and then the data from field notation processed tobe some meaningful sentences.

RESULTS AND DISCUSION

Result from the first research on the first year, for the region considered from their elementary school consisted of city center (Klojen sub district and Lowokwaru sub district), half city and half village (Blimbing sub district and Sukun sub district), and village (Kedung kandang sub district) as follows:

CONCLUSION

Leadership model prophetic, more based on the values of divinity among others: 1) establish the intention is pure, which is the build quality batiniyahexcellence for community organizations so as to have the full attention *(involve;)* and focused in a submissive at each execution of tasks; 2) develop a quality culture by building a core belief and core values to the community organizations that live and work is the essence of worship *(dedicated)* to God, because it must be done with the best *(ahsanuamala);* 3) develop brotherhood to fellow members, with the principles of brotherhood, unity, cooperation, synergy between individuals, groups and between units within the organization, so as to create all the potentials and forces can be empowered optimally; 4) develop ethical behavior *(good moral)* work through empowering attitude of gratitude and patience in carrying out the mandate.

Prophetic leadership behavior, conducted through an ethical approach, namely: behave as murabbi*(herders)* in developing leadership and responsibility; behave as a purifier and pengilham in the communication process; behave as ta'mir*(pemakmur)* the welfare of subordinates; behaves as an entrepreneur in the tips to develop the business; and behaves as an enabler in developing leadership skills for his subordinates and in creating new and better leaders. Strength lies in the attitude of prophetic leadership and consistency in the ethical values religious derivation of ethical conduct God against His servants. Such leaders can develop strong leadership *(strong leadership),* the prophetic leadership of more advanced aspects of exemplary *(uswahhasanah)* and ultimately was able to build an organizational culture of effective Islamic education.

Prophetic leadership model seeks to cultivate faith, islam, charity and piety for the entire community organizations, through enlightenment and generation of religious values and the power contained therein. Through enlightenment and the generation of faith and taqwa by moving its potential, build mutual trust, solidarity, teamwork, honesty and responsibility. Dalam efforts to develop positive values, leadership prophetic develop a culture of exemplary community organization and become a leader in terms of exemplary morals, hard work, the spirit of jihad and altruistic spirit, a spirit of giving and serving. Commitment and dedication this in

turn will give birth to a culture of quality and quality organization.✍

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MODEL OF SCHOOL COMMITTEE PARTICIPATION IN JUNIOR HIGH SCHOOL

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ABSTRACT

Community participation is needed in developing educational institutions. This study aims to determine the school committee participation model in junior high school. Research conducted to uncover the development committee participation model school in junior high school. Principals, vice principals, teachers, administrator committees in junior high school are the subject of this study. The data collection instruments using questionnaires and focus group discussion. Descriptive data analysis techniques. Data is collected, analyzed, presented and concluded. This research has resulted in findings school committee participation model: (1) planning, school committees involved in the preparation of school work program; fund-raising activities of the parents, the community around the school and other institutions; (2) organizing, school committees involved in public relations management program, founding and increasing the role of program manager done together with the school principal (3) implementation, school committees are involved in implementing school programs, such as Maulid activity, tithes, Eid Qurban, realizing Islam Education laboratory, bridging cooperation with DUDI and higher education; (4) supervision, school committees involved in monitoring the implementation of public relations work program.

Keywords: Participation model, school committee

Education as an effort to score the next generation was organized under the responsibility of the government, parents, and community. Where all three roles give meaning in education primarily on the development of the quality of graduates produced. Studies Rifa'i (2013: 124) reveals that the role of the community have a positive impact on the psychosocial development of students. Education program run collaboratively between school principals, educators, and communities to improve learning outcomes of children. Similarly, the research Hughes and MacNaughton (2002) found that good communication between parents and educators, an educator, a prerequisite for the care and education of children of high quality, affects their cognitive and social development, and to improve educational success.

In Indonesia, public participation has been regulated in the Law on National Education System No. 20 of 2003 Article 4 confirms that education was held by empowering all components of society through participation in the implementation and quality control of educational services. In Article 8 also explained about the rights and responsibilities of the public, that the public is entitled to participate in the planning, implementation, monitoring, and evaluation of educational programs. As well as having an obligation to provide support resources in education. Thus the actual role of the community can be very extensive and complete in all the process of education in schools. But it seems the community

participation is still limited to the physical support, namely for the construction fee, repair, and maintenance of buildings (Masrukhi, 2016).

Community participation is one of the autonomous activity of the school, this is in accordance with the spirit, purpose, and components of school-based management. Danim (2010:38) states that schools into autonomous institutions which operate remain in the corridor of the national education system can be found on the school-based management. School-based management highlight the spirit of decentralization to the school level, to be distinguished with the tradition of centralization. Minarti (2010: 46) states that the school-based management provides comprehensive educational services and responsive to local needs. The objective of school-based management that optimizes the performance of any substance to achieve educational goals that have been determined.

The results of Thomas' study (2013:55) show that the productivity of human resources for schools affected by the quality of the process, the competence of teachers, school organization culture, education funding, school leadership, and the role of the school committee. Quality process is the success rate of the utilization of school resources. Teacher competency is the ability in the field of pedagogy, personality, social, and professional. School organization culture is something that is understood and accepted by the hearts and minds so that it can be used as guidelines when someone behaves (individual or group) in the education unit in particular and the school environment in general. The school

committee is an independent body composed of parents or guardians of students, school community, and community leaders who care about education.

Exposure above shows community participation aims to build an educational institution or school. The realization of the public participation more emphasis on managing the communication between educational institutions and the community. Media or containers such communication already exists, for example, through the union of parents of learners, committee or school board, board of education or non-governmental organizations that focus on education.

To realize the goal of education through community participation, through various ways and forms. Mas research results (2011: 304) shows that community participation in education includes the participation of individuals, groups, and community organizations in the administration and control of the quality of education. The community can participate as the source, implementers, and user education. Community participation can be implemented in various forms: the establishment or implementation of education, provision of education and provision of human resources, procurement and provision of experts, procurement of funds, procurement and provision of learning tools, and others.

Representation of community participation in education is the school committee. There is an important reason and the effort to build harmony work and school committees, which form the basis for school activities and school committees, entered the study of community participation in education that aims to help schools to achieve educational goals. The goal is a series of efforts to build a relationship of mutual benefit both parties and provide direct benefits that can be felt by schools and communities. During this time embodied community participation in social activities, coaching, and education and build schools for excellence is known in the community with community involvement. There is a school which has a principle that there must be a mutually beneficial relationship and provide direct benefits that can be felt by the school and the community, schools usually includes social activities, coaching, and education and build schools for excellence is known in the community with community involvement.

The role and function marked forms of public participation, particularly through the container school committees, namely: (1) Giving consideration (advisory agency) in the determination and implementation of education policies in schools; (2) Support (supporting agency), both tangible financial, thought and effort in providing education in schools; (3) Access Control (controlling agency) in the framework of transparency and accountability of the organization and educational outcomes in schools; and (4) The mediator between the government (mediating agency) with the community in the school.

The participation of a diverse community, both individuals and collectively as the education committee will be very helpful to the achievement of the objectives of education. Community involvement in school committees' container also foster a strong sense of the success and achievement of educational programs that run schools. Program-supported school committees to make every achievement of the objectives of the school will further foster togetherness and pride more meaningful. In the end, the successful management of these programs will improve the quality of teaching and the quality of educational outcomes.

Studies on school committees or community participation in educational management disciplines to get in on the substance of educational institutions and community relations or public relations. Maisyaroh (2004:118) states that educational institutions and community relations is a process of communication between educational institutions and the community with the aim to raise public awareness of the needs and practices of education and eventually work together to improve the quality of education in educational institutions. Relationship management and public educational institutions are managing the communication process from planning activities to the control of the process and results of operations.

To optimize community participation in education is not as easy as turning the palm of the hand, there are obstacles that often confront. Nirmala (2013:82) mentions constraints as follows: (1) low levels of education, literacy and the limited willingness of public knowledge so technically difficult to participate productively; (2) the people are in a centralized political situation - so entrenched authoritarian attitude "trailing" passive, afraid to take the initiative and live in a culture of instructions; (3) the scarcity of 'trust' or self-confidence so that people are not accustomed to honestly say what it is tough to be at odds with the government so that the pretense or hypocrisy have become part of people's lives; (4) people have lost a trustworthy local institutions and local intelligence elite as a result of political pressure; and (5) aspirations articulated aspiration of the people is a reflection (reflection) aspiration.

Broad community involvement in education helping to identify and obtain support for the

values that are taught. The school system is trying to put a program in place value without informing and involving the community often face a backlash, that misunderstanding, suspicion and resistance. Engagement is often called the community participation in education is often embodied in an institution called school committee. The school committee as a form of community participation in education and be given the opportunity to engage in the strengthening of efforts to develop work programs, development, and improving the quality of schools. The school committee can be given the opportunity to assist the teacher in the learning process in the classroom, class administration, improvement of classrooms and schools, as resource persons, coaches, guides, experts, school library, create a display, the physical development of the school, planning master plan for development of the school, the budget plan school activities, and others.

METHOD

This study used a qualitative approach through Focus Group disscussion (FGD). Selection of FGD as data collection techniques resulting FGD allows researchers and informants discuss intensively and not rigid in discussing issues that are very specific, gather information quickly and constructive participant backgrounds are different, as well as group dynamics that occur during the process discussions often provide information that is important, interesting, sometimes unexpected.

The subject of this research is the principal, vice-principal field of public relations, as well as the committee of junior high school in a large, medium, and small institution. Selection of the institution based on the amount of students that are owned by the school. schools are included in the category of large institutions is SMP Darul Ulum Jombang, medium institutions are represented by SMP Assadah Gresik, while small institutions represented by SMPIT Probolinggo.

DISSCUSSION

In general, the results showed that both the big institutions, medium, and small, school committee participation model begins with the planning process. As proposed by Cooper (2016) that measures school communication with the public must be preceded by the preparation of the strategy with memperhatkan mission and vision of the institution. That comprehensive planning is required for public participation management activities. Besides, it also determines the media, using teamwork. Public relations work program

in the three institutions; large, medium, and small, starting with musyawaran in a meeting involving the school committee, leaders, teachers, and the foundation, visible disparity is the school committee's involvement in the formulation mechanism work program.

In large and medium institutions, school committees involved in meetings for the preparation of the work program, while the small agency the role of the school committee is negligible. In terms of financial planning in large and medium institutions participation of school committees in fundraising. While small agencies do not engage in fundraising committee but direct donations from parents without going through school committees. This is contrary to the duties and functions of the school committee as a driver of growth of the attention and commitment of the community towards the implementation of quality education, encouraging parents and communities to participate in education in order to support the improvement of the quality and equity of education, and mobilizing communities in order to finance education in unit education (Dirjendikdasmen, 2006).

In the process of organizing large and medium institutions, school committees constitute the cooperative to manage the school. The school committee was instrumental in public relations activities. In addition to running programs that have been compiled, become teamwork in the success of the work, the school committee also has a role in providing guidance to the program manager of public relations at the school together with the foundation as a guiding and improving the role of program manager of public relations. Meanwhile, in a small agency the role of the school committee is only as discussion partners in planning school programs. This is because the committee was not established on the initiative of the people who care about education, so its school committee only as a complement to the organizational structure of the school, not really carry out its duties and functions as it should. Hasbullah (2006: 47) argues that the school committee is an independent body that embodies the role of the community in order to improve quality, equity and efficiency of education management in the education unit, education track or path outside of school education. So the role of the school committee is absolutely necessary not only presence in the school, but rather the roles and functions in supporting the implementation of education at the school.

The role of the school committee on the implementation of the program in a large institution, found in religious activities such as the Prophet's Birthday, Zakat Fitrah, Eid Qurban, and others, as well as in institutions being. In addition

to the religious festivities, school committees in large institutions is also evident in the efforts of realizing Laboratory PAI (Islamic Education) for example in weighing zakat fitrah, zakat mal calculation, and others. The school committee also bridges of cooperation with DUDI, for example Unilever in clean-up activities for the children. The role of the school committee indicated in this medium and large institutions as the school committee as stipulated in Kepmendiknas No. 44 of 2002, ie as giving consideration (advisory agency) in the determination and implementation of education policies in the education unit, supporting (supporting agency), both tangible financial, thought and effort in providing education in the education unit, a controller (controlling agency) in the context of transparency and the accountability of and education outcomes in the education unit, as well as the mediator between the government (executive) with the community in the education unit.

Meanwhile, the role of the school committee in smaller institutions in the implementation of school programs are not much involved. School limiting the space for school committee because they thought that the more intensive role of the school committee it will be increasingly difficult for all activities undertaken school. Because during the school committee acted merely as a watchdog not a partner school. in practice in schools it is undeniable public participation has drawbacks. Dunne, et al. (2007: 33) states that the main form of public participation usually finance (either in the form of money, labor, or material) resulting in social injustice rooted in society. Thus worth understandable given the restrictions on the role of the school to the school committee with the intention that no problems arise between school and community. Related to this there are actually several suggestions put forward by De Gruwe & Straightforward in Prog (2012) to respond to the decentralization of education so that education in schools run smoothly and effectively, it can do the following things: school develops a vision fundamental to involve the interests of local secaa more effective in making good policy consultation and direct participation; any decentralization policy means connecting with the more cautious central and regional assets; they are not unheard of in the community should be given their voice, not least to prevent misalignment, aggravation, and strengthen social accountability of those actively involved in local affairs and school; as well as the

effectiveness of the actions carried out by local actors should be monitored regularly.

In the process for evaluating and reporting, either in large organizations, medium and small evaluation process begins with discussions or meetings and conducted on an ongoing basis. In large and medium institutes school committee together with the school to supervise the implementation of the program of work relations. The evaluation process is done formally through a process of regular joint meetings every month and at the end of Sanah. Informal evaluations done every day through media WA and fuel. While in secondary institute school committee was not involved in this process. This is in line with research findings and Ma'sum Hanafi (2015: 58) which shows that the overall role of the school committee (advisory and supporting) is still quite high, except for the supervisory role (controlling), and the role of the media between the school and the world of work and industry (mediating) is relatively low. As with the smaller institutions, the role of the committee on the evaluation process is not visible or is not involved, while in the process of reporting school committee remains involved. In this phase of the evaluation or assessment should be actively involved school committees as required according to Kepmendiknas No. 44 of 2002 that the school committee functions are as follows: encouraging the growth of the attention and commitment of the community towards the implementation of quality education, in cooperation with the community (individual / organization / business / industry) and the authorities with regard to the implementation of quality education, accommodating and analyze aspirations, ideas, demands, and a variety of educational needs submitted by the public, provide feedback, consideration, and recommendations to the education unit, encourage parent and community involvement in education in order to support the improvement of the quality and equity of education, mMenggalang public funds in order to finance the provision of education disatuan education, and conduct evaluation and monitoring of policies, programs, organization, and education outcomes in the education unit.

CONCLUSION

The existence and role of the school committee in providing education in schools are absolutely necessary so that the effort to create effective schools can be achieved with good. The role of the school committee stained in the management process started the process of planning, organizing, implementing, and evaluating and reporting. There are different forms of the school committee in schools with large organizations, medium and small businesses,

resulting from the portion of the role by the school administration to the school committee. From these results we can recommend some advice to the school principal, should give a greater portion of the role played by the school committee to seek the establishment of school committees based on suggestions from the community terlbih advance; school committees to better position the school's role as a partner in improving the quality of education not as a supervisor; and the education department, the policy role and functions of the school committee needs to be addressed in order to understand and be understood by the people who care about education, education authorities will be responsible for its appropriateness.

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IMPROVING QUALITY OF EDUCATION THROUGH COLLABORATION SYSTEM IN THE PERSPECTIVE OF COMPREHENSIVE GUIDANCE AND COUNSELING

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ABSTRACT

21st-century education requires collaboration with various parties in various educational activities. Collaboration is an activity where there is cooperation between the various parties in realizing the goals of education, both parties from inside and outside the institution. Collaboration can be conducted by the school itself, the university, the community, the experts, who have a positive influence on the achievement of learners and the school experience. At school, collaboration is conducted in the entire school program, including guidance and counseling. Guidance and counseling programs in schools today refers to the guidance and counseling development, which further facilitate learners to be able to develop their potential. Practically, guidance and counseling program refers to a comprehensive guidance and counseling which emphasizes on the collaboration activities. It is said that the guidance and counseling program is a collaborative effort that will benefit students, parents, teachers, administrative staff, and all members of society. Collaboration in guidance and counseling is the cooperation activities between guidance and counseling teachers/counselors and some of the related parties for the achievement of guidance and counseling services program objectives. Between guidance and counseling teachers/counselors and related parties, there is a collaborative relationship through a variety of guidance and counseling services, mutual help in data collection, materials and services strategy development, policy formulation, referral activity up to the assessment or evaluation.

Keywords: Education – Collaboration - Guidance and Counseling - Comprehensive

Life paradigm in the global era challenges learners to have life competence to develop their life effectively, productively, beneficially and helpful, and their environment has high quality. Developing life competence requires education service system in the educational unit. Djohar (2006) considered that education is essentially directed to learners' fulfillment of needs and interests for the future to meet world life waiting for them.

Qualified learners only formed through quality education. Juntika (2011) revealed that a quality education is an education that leads learners to meet their needs, both today and in the future. According to Tilaar in Juntika (2011), to achieve quality education, the quality education process is required. Capabilities provided through a quality education is not only about the academic aspects, but also regarding various comprehensive life aspects which cover the development of personal, social, individual maturity, and value systems.

21st-century education requires collaboration with various parties in various educational activities. Collaboration is an activity where there is cooperation between the various parties in realizing the goals of education, both parties from inside and outside the institution.

Collaboration can be implemented by the school itself, the university, the community, the experts, who have a positive influence on the achievement of learners and the school experience. Thus, the collaboration is a concrete and systematic step in educational environments that have a direct impact on improving the quality of education.

Guidance and counseling as an integral part of the educational process have contributed to the preparation of qualified human resources. In the perspective of guidance and counseling, learners are individuals in the process of developing or becoming, which are developing toward maturity or independence. To reach maturity, people need guidance, because they are still a lack of understanding of their ability, environment, and experience to achieve a better and quality life.

According to Boharudin (2011), along with the global development in the era of the MEA, the guidance and counseling experienced a tendency to shift fromn isolation or solitary situation towards the linkages with various aspects and dimensions of the process. Thus, guidance and counseling not only touches the surface but more thorough and complete so that the learners/counselee problems can be solved completely. In environmental education, guidance and counseling services are implemented comprehensively by covering various

area and type of services, with the involvement of all school personnel and other related parties. Areas of services provided include the fields of personal, social, learning and career. Type of services includes services in the classroom and outside the classroom.

Various activities in guidance and counseling strived to develop the effective potential and life competencies of learners and facilitate them systematically, programmatically and collaboratively so that each learner achieve development competency or expected behavior patterns. Executors of guidance and counseling services are played by guidance and counseling teachers/counselors. Legally, the presence of guidance and counseling teachers/counselors is listed in article 1, paragraph 6 National Education Act of 2003, which states that counselors as one of the qualifications of educators.

As an educator, a counselor has the qualification standards as outlined in Permendiknas 27 Year 2008. In Permendiknas 27 of 2008 stipulated that one of the standard academic qualifications and professional counselors in the aspect of social competence that is mastering the skills of inter- and trans-profession communication and professional collaborative of inter and trans-profession, stating that a counselor needs to do professionals communication and collaboration inter and trans-profession. Thus, systematically the school counselor should initiate colleague's relationships with diverse educational and medical experts who provide additional services to the population or students in school.

Collaboration between the counselors and professionals is essential in delivering the spectrum of services extensively which are expected in school guidance and counseling program. In forming a good collaboration, it is required a clear understanding of the services expected, as well as knowledge about the types of services offered in the society. At the same time, professionals working in the community agencies, health departments, family centers, and other organizations need to know the role of and training of school counselors. By obtaining a mutual understanding on the role and functions of each profession, the school counselors and society practitioners can develop a profitable relationship with the students, teachers, and families as well as the collaborative relationship.

This collaborative relationship is not limited to professionals in schools and communities, but also included and may have started with a cooperative association created by the school counselor from the success of school

counseling program at every level. Thus, the school counselor should strive to develop a communication line with home, inviting parents to plan educational goals for their children, offering services of the school counseling program, and if possible, involve the parents in the study on critical problems of their children and teenager. Collaboration is an important aspect of all relations consultancy established by the school counselor.

Guidance and counseling teachers/school counselors need to understand the professional literature about collaboration so that they can convey the sense of that term to students of other service groups members, teachers, and parents. In this discussion, we will use the view that collaboration is a form of consultation, in particular, are widely used in schools, because the emphasis is on developing partnerships with parents, professional teachers of students' services, and other personnel in the school system and the community.

Discussion
Model of Comprehensive Guidance and Counseling

Comprehensive guidance and counseling is a model of principled guidance and counseling development. The basic assumption of development guidance and counseling approach is the idea that the development of healthy individuals will occur in a healthy interaction between individuals and the environment. In other words, the environment for the individual becomes the learning environment. "Being educate for its proportional emphasis is on prevention and improvement, not corrective and therapeutic, Being developmental for its play goal of counseling is to develop human capacity by providing a developmental environment" (Myrick 2011). The word healthy in this case does not only refer to the interaction between the individual and the environment, but the environment itself must also be healthy.

The environment in question is a structured learning environment and has been deliberately designed to provide opportunities for students to learn new behaviors, establish expectations and perceptions, repair and even replace the inappropriate behavior, refine and internalizing behaviors. Developing environment is a vehicle to describe, explain, predict, and control the dynamic interactions and transactions between the individual and the environment and all the equipment that must be maintained (Supriatna, 2011).

There are three structures within the developing environment that should be designed by the counselor. First, the opportunity structure defined in the task of development, problems or situations

that encourage students to learn various life skills and new behaviors. This new behavior is regarding diverse aspects of development such as education, career, personal, decision-making, and family, religious. Concrete actions that can be done by the counselor is designing and choosing materials, topic or theme to suit the task of development, needs, and expectations of students as well as environmental factors and cultural contexts. Second, the support structure, which means the preparation and development of the resources that can be obtained by students in developing new behavior to respond a variety of environmental stimuli. The essence of the supporting structure is a transaction in the process of guidance and counseling. A real effort that can be done by a counselor is to build and maintain a transaction within the group or individual communications so that motivation, optimism, and commitment of students towards behavior or results targeted keep growing and maintained. And third, reward a structure, which means the provision of assessment and feedback to reinforce the new behavior of students. A real effort that can be done by a counselor is to provide feedback throughout the process of guidance and counseling in progress, diagnosis and identification of difficulties and sought to improve and strengthen the new behavior of students (Kartadinata in Supriatna, 2011).

In practice, a comprehensive guidance and counseling is based on the principles of collaboration. According to Permendikbud No. 111 of 2014 on Guidance and Counselling In Primary and Secondary Education, the collaboration is a fundamental activity of guidance and counseling services in which a counselor or guidance and counseling teacher cooperate with a bunch of various parties on the basis of the equality principle, mutual understanding, mutual respect and mutual support. Therefore, regarding improving the quality of education, counseling teacher/counselor cannot work alone. However, it requires the cooperation of all parties involved, both parties in the school environment and outside the school environment.

Nature of Collaboration in the Comprehensive Guidance and Counseling

Although school counselors have the primary responsibility for developing comprehensive programs, they cannot meet this global challenge without the help and support of other professionals, the school system, and the community. Thus, systematically the school

counselor should initiate colleague's relationships with diverse educational and medical experts who provide additional services to the population or students in school. (Hidayat, 2013).

Permendikbud 111 in 2014, explained that collaboration is a fundamental activity of guidance and counseling service in which the counselor or guidance and counseling teacher in collaboration with various parties by the principle of equality, mutual understanding, mutual respect and mutual support. All of a collaborative effort aimed at a common interest, namely how to make every learner/counselee achieve optimal development in the aspect of personal development, social, learning and career. Collaboration conducted between counselor or guidance and counseling teacher and subject teachers, homeroom teacher, parent, or other relevant parties to build understanding and or joint efforts in helping to solve problems and develop potential learner / counselee.

Sommers-Sommers-Flanagan & Flanagan in Neukurg (2011) said that collaboration in the counseling relationship involves communicating to your client that you value his or her feedback and that you want to come to a mutually agreed upon the decision about the next phase of treatment. Here, the counselor is asking for feedback from the client as to his or her assessment of the counseling relationship and uses techniques that lead to a mutual decision about the future of treatment. Effective collaboration implies that one has built graduation rates in 2011 and 2012.

A strong therapeutic alliance and is increasingly used in a wide variety of counseling approaches (Neukurg, 2011). The collaborative relationship is not limited to professionals in the school and community. Rather, they include, and perhaps begin with the cooperative associations that create the parents of school counselors. Parental involvement he is a vital ingredient of successful school counseling programs at all levels (Schmidt, 2008). Furthermore, Thomson et.al (2007) explained that collaboration is a process in which autonomous or semi-autonomous actors interacted through formal and informal negotiation, jointly creating rules and structures governing reviews their relationships and ways to act or decide on the issues that brought them together; it is a process involving shared norms and mutually beneficial interactions.

In doing a collaboration, counselor requires knowledge and skills to support the implementation of both internal and external collaboration. Dettmer, Dyck & Thurston in Hidayat (2013) offers another perspective by asking the collaborative school consultant approach which requires facilitative communication skills of counselor, cooperative relationships with school personnel, and coordination of service required.

In Hidayat (2013) explained that there are many groups and professionals who collaborate with schools to develop effective services for students. These groups are classified into two categories, namely school services and community agencies. The explanation is as follows:

School services
Schools and school systems consist of a large number of professionals and volunteers who provide unlimited service for students, parents, and teachers. In comprehensive programs, school counselors interact directly or indirectly with all these groups. Indeed it is not an easy achievement. Time demands often prevent counselors in finding supportive services under their counseling program. Because the primary role of the counselor is to provide direct services to students in schools, counselors rarely creates a shallow focus for their programs, but emphasizes counseling and consultation with students themselves. As a result, the counselor did not do collaboration and consultation with agencies and individuals to support these services.

In some cases, the tendency to oversee school programs or community, often miss important services that can be used counselors to assist students directly and effectively when compared to doing it themselves. The first step in making sure that this does not happen is to learn all about the services based on the school and the professionals who display these functions. At the same time, counselors learn the parents and guardians of students in the school. As previously described, the collaboration between parents and guardians has a significant impact on direct counseling services with students.

Public Agencies
The school has a principal agent in the community, but the school cannot offer all the necessary human services to help the city, village or institution to educate its citizens; provide health care, and offering basic services to improve the human condition. The primary mission of schools, a particularly primary mission of the school counseling program is to ensure the development of the education of all students. In their efforts to achieve this goal, the school personnel, offers some related services such as counseling, psychological evaluation, and social services. They offer this service to assist schools in primary education mission.

The assumption is that when students' personal needs, health problems and learning problems identified the student's educational progress will certainly evolve, and the chance of student success in life can be achieved. When the services offered by the school are not enough to fix the problem of students and families, counselors and teachers are turning to community sources. Since not all people have adequate services, the school counselors put the services available and develop collaborative professional relationships for the benefit of students, parents, and teachers. Successful collaborative relationships partially located on the school's ability to fulfill the role and mission in this community resource while studying the role of an agent. The primary mission of public agencies and private practitioners in the community is to help one or more service areas being. For example, most people have access to health departments that offer a wide range of medical services and health education programs.

Forms of Collaboration in the Comprehensive Guidance and Counseling
Here is a form of involvement of various relevant social environments in a comprehensive guidance and counseling program that is put forward as a comparison. Comprehensive guidance and counseling program is to fulfill the needs of students, parents, teachers at all levels of education (primary, secondary, high) (Schmidt, 2008). Everything has its role in the whole framework of improving the quality of education through guidance and counseling.

The descriptions of the roles of each party mentioned above as described by Dawn (2010) are as follows:

Principal
The principal as the leader of the school has the authority and power as a leader, education managers, and innovators. The school principal also referred to as the coordinator of all educational activities in schools, which provide infrastructure and personnel guidance and counseling; supervise, monitor and develop planning and implementation of guidance and counseling programs.

Vice Principal
Deputy Principals are responsible for assisting the principal in particular fields related to planning and implementations of guidance and counseling program.

Coordinator of Guidance and Counseling
Coordinator of guidance and counseling is responsible to coordinate all guidance and counseling teachers to draw up, implement, evaluate and report on and be accountable for guidance and counseling program.

Guidance and Counseling Teacher / Counselor

Teachers are the core personnel and experts in the process of conducting a comprehensive guidance and counseling program. The main obligation is to popularize the guidance and counseling program in the school environment and the community with a wide range of packaging services. Guidance and counseling teachers served as planners, implementers, evaluators and reporters of guidance and counseling program with the support of other stakeholders.

Subject Teachers
As people who know about the situation and condition of the learning process in the classroom, subject teachers can participate in the successful implementation of guidance and counseling program in schools. Subjects teachers help to promote the guidance and counseling program, helping the collection of data and information, referral students who require services to guidance and counseling teachers, as well as participating in case conferences or home visit. About the learning process, teachers of guidance and counseling require information and data from subject teachers (Adriani, et al, 2013).

Homeroom Teacher
Homeroom is the person responsible for the situation and the condition of a class, as an advisor, facilitator, and supporter of the progress of the class. Homeroom had a big hand in encouraging students to receive services and help a teacher of guidance and counseling in some tasks such as case conferences, referrals, and home visit.

Administration Staff (Administration)
In the implementation of a comprehensive guidance and counseling program, administrative staff (administration) has a special role, which is related to the fulfillment of administrative guidance and counseling.

School Committee
The school committee became an intermediary between the school and parents, as well as the general public. The Committee also assists in the dissemination of guidance and counseling program, helping the collection of data and information, as well as monitoring the implementation of the guidance and counseling program in schools based on community input.

Parents
Parents are the primary educators for students when they are outside the school. Parents are involved in the process of mutual communication about the program of guidance and counseling and development of learners. Parents also help with collecting data and information and help the success of guidance and counseling with monitoring services outside of school.

Those various roles are important contribution in the implementation of guidance and counseling program in schools effectively and efficiently. It is given that each party has its needs in its role as a stakeholder guidance and counseling. If the needs of the various parties about to be met, there are implications for the following should be done and is as follows:

a. Circumstances and needs of the parties contributing significantly to the development of students should be considered and used as a basis for formulating a realistic guidance and counseling program. Therefore, parents and members of the community (community of students' origin) should be involved in the process of assessment. Their involvement, in this case, may be a source of accurate data on the circumstances (family background, educational background, socio-economic background) in the call needs.

b. Guidance and counseling services (guidance services) not only provided for the students, but also for all those who will be seen in the growth process of the students. In other words, all the important parties for the development of students are eligible to receive guidance and counseling services.

c. For guidance and counseling teacher / school counselor to further increase its cooperation with other teachers in the school; that tried to enter any professional organizations existing guidance and counseling; and to further increase cooperation with other professional personnel (Efendi, et al, 2013).

As alluded to a previously, one of the greatest concerns and challenges in preparing adolescents to be ready for college and career is the number of students leaving high school before graduation. Across the US, low graduation rates are alarming. There are currently close to one million high school dropouts each year, and the overall dropout trajectory is decreasing very slowly (Balfanz, Bridgeland, Bruce, & Fox, 2012). Even more troubling is the percentage of dropouts continues to be very high for minority students. According to the Grad Nation brief task force, only six in 10 minority students finish high school with reviews their classmates (Balfanz et al., 2012, p. 5). The Civic Marshall Plan and Grad Nation task force has set in place a goal of reducing so-called drop-out factories (schools roommates produce the highest percentages of dropouts) and raising graduation rates to 90% by the year 2020 (Balfanz et al., 2012,

p. 5). Progress toward this goal can be gauged by the benchmarks established by the task force, and a review of the benchmarks indicates that the biggest impact would ensue if more school staff and faculty collaborated instead of working as a single Crusader to ensure the success of reviews their students (Balfanz et al., 2012). Most recently, Balfanz et al.'s (2013) report confirmed that educator collaboration is one of the strategies that has contributed to reducing the overall dropout trend and increasing graduation rates in 2011 and 2012 (Calvery & Hyun, 2013).

Conclusion

21st-century education requires collaboration with various parties in various educational activities. Collaboration is an activity where there is cooperation between the various parties in realizing the goals of education, both parties from inside and outside the institution. School guidance and counseling program also emphasizes the collaboration. The collaboration in the guidance itself involves a variety of stakeholders, ranging from school principals, vice principals, coordinators of guidance and counseling, guidance and counseling teachers, subject teachers, homeroom, administrative staff, the school committee up to the parents. The purpose of this collaboration is to bring guidance and counseling services which are effective and efficient for the achievement of high-quality education.

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THE KEY FACTORS OF EFL READING COMPREHENSION

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ABSTRACT

An overview of the key factors for EFL reading comprehension, in this present article, is provided considering that reading comprehension is tremendously needed in academic success. Reading comprehension is an extremely complex process involving some salient components that stand in it, thus, this current article seeks to point out a succinct summary of prominent factors in relation to reading comprehension that should present a proper framework for better appreciating an existence of the variables playing in a successful reading comprehension. The outline of this article, first of all, is to begin with the reason of selecting these leading factors leading to make sense of a text. Kinds of significant factors, the second, are identified briefly by noting many relevant theories and previous studies. Afterward, the explanation of the role of each crucial factor contributing to reading comprehension are explored as clear as possible in which EFL reading comprehension cannot be separated with these important factors. In this article, EFL reading comprehension itself is also discussed in order to deliver a better understanding in the connection with these pivotal factors in the reading comprehension. At last, this present article is expected to contribute new insights significantly on the theorizing on the role of several essential factors in contributing to EFL reading comprehension areas. The need for additional studies is ultimately expected to validate this overview as accurate as possible so that to be effective readers is an easy thing to be reached in grasping meaning of the text successfully and appropriately.

Keywords: key factors, EFL reading comprehension

The ability to read effectively is such a kind of mental complex processes but it can be approached by paying attention more to the key factors of reading comprehension, considering that effective reading is essential for success in acquiring knowledge in a broader sense (Mikulecky, 2008), including language learning. The ability to read well, in fact, itself, is difficult job for students. This case as what some previous studies (Granados, Lopez, & Zubiria, 2008; Chau, Wu, Chen, & Lughmani, 2011; and Qanwal & Karim, 2014) have found that most of students face difficulties to read text effectively since they are not able to comprehend a text properly. This saddening fact is caused by many reasons, for instance: poor readers (Alderson, Haapakangas, Huhta, Nieminen, and Ullakonoja, 2015: 70), inappropriate teaching methodology (Behroozizad and Bakhtiyarzadeh, 2012: 28), self-motivation (Kweldju, 2000; Al-Saleem, 2012; and Ullah & Fatema, 2013), and lack of practice and exposure (Cunningham and Stanovich, 2002: 137). Comprehension abilities are much more complex than the definition suggests (Grabe and Stoller, 2011: 11). This implies that a complex process exists in reading comprehension. In line with what Snow (2002: 11) explains that reading comprehension is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement of readers with reading materials. Grasping meaning in this complex process, shortly, involves an interaction of pivotal elements in reading comprehension: the text, the reader, and the activity or purpose for reading (Snow, 2002: xiii) where this extraordinary process and the role of these substantial factors have to be understood properly so that readers are able to make sense out of a passage easily. In addition to that, in distinct terms, Sadeghi (2007: 199) promotes internal and external factors of reading comprehension. He (2007: 199) mentions internal factor as a reader's factors that encompass everything related to the reader, namely: his/her cognitive abilities and strategies, background knowledge, and affective characteristics. Meanwhile, external factors are all factors external to the reader such as text, context, and writer variables. Snow's and Sadeghi's ideas are actually alike considering that both talk about processes and factors of reading comprehension in contributing to shape meaning.

A number of previous studies have been conducted to investigate the crucial factors in relation to reading comprehension. Seeing from the reader's variables, firstly, Suharmanto (2006) investigated patterns of relationships among several selected variables, namely: linguistic knowledge, content/world background knowledge, text structure knowledge, reading strategies, and EFL reading comprehension. The result has revealed that some of the selected paths are empirically evidenced there. It, moreover, has convincingly

offered interesting findings in connection with reading comprehension areas. Another study by Pecjak, Podlesek, and Pirc (2011) examines a confirmatory model of reading comprehension between (meta)cognitive factors (vocabulary, reading speed, summarizing, and metacognitive reading knowledge), motivational factors (reading interest and reading competency), and emotional factors (feelings during recreational reading and academic reading).A path model shows the effects directly and indirectly of the evaluated factors on students' reading comprehension. In practice, the findings show various findings and lead to the suggestion to focus on one-domain variables. With a view from the linguistic aspect, Sidek & Rahim (2015) and Akbari (2014) examine the role of vocabulary knowledge of the language of the text and the extent to which knowledge of grammar affects various aspects on reading comprehension performance. Their studies reassure that those two elements of linguistic knowledge, vocabulary and grammar play a critical role in understanding a text. In this context, the systematic relationships exist between form, meaning, and use (Nunan, 1998: 102). In brief, linguistic knowledge is seen as one complete packaging to make sense out of the text where the attention of the readers not only focuses on form or structure but also on meaning in a proper context. Another study conducted by Huang (2009), Smith (2012), Alfaki & Siddiek (2013), Angosto, Sanchez, Alvarez, Cuevaz, & Leon (2013), Munsakorn (2015)state how crucial it is the role of the world background knowledge factor for all readers as it has impact on comprehension significantly. Relying on the organizational text structure knowledge in relation to the readers, several preceding studies (for instance, Koda, 2004; Heydari and Mustapha, 2009; Noudoushan, 2010; Amiri, Zainal, & Samad, 2012) concluded that reader's awareness of the text organization extremely affectsreaders' comprehension of the text. Another important factor in reading comprehension in view is reading strategies where several studies have been dealing with it for a number of years. These studies are those conducted by Tercanlioglu, 2004; Zhang & Wu, 2009; Zarrati, Nambiar, & Maasum, 2014; and Qanwal & Karim, 2014 in which all of them highlight that this reading strategies factor is truthfully salient to mediate a successful attempt on reading comprehension.

Another important variable, text variable, is closely related to the aforementioned variables since they interact with each other to construct meaning. On the text level, once textual features are laid, then, the readers identify the writer's intended meaning from printed visual representations. These printed visual representations include: the surface code (the exact wording of the text), the text base (idea units representing the meaning), and a representation of the mental models are embedded in the text, for example (Snow, 2002:14). In addition to this, on comprehension, those features have a large effect (2002: 14).

Concerning the context variable, a context of instruction plays a lead role here where readers in grasping meaning and purpose of reading are shaped by and influenced by the instruction (Snow, 2002: 80). In another point of view, Sadeghi (2007: 209) mentioned how differences in situational contexts can result in different understanding as misinterpretation or miscomprehension exists toward the absence of interaction between the text and the context—known as pragmatic comprehension. This emphasizes how pivotal is this context factor to be integrated with the two variables mentioned previously to determine accurate meaning.

MAJOR FACTORS OF READING COMPREHENSION

Three elements influencing comprehension, generally speaking, need to be considered in the process and product of reading comprehension: reader, text, and context. This section briefly discusses these factors in the process and product of reading comprehension.

READER

In a process of reading, readers are believed to play an amazing role there, considering that the readers are the main characters who shape the condition, paradigm, and meaning that work interactively with one another simultaneously. Hedgcock and Ferris (2009: 50) mention a substantial contribution of an individual reader into the reading process. In short, here, the reader factor is believed to play an essential role when readers are engaged with a text actively. In this context the role of a reader, however, does not mean that the contribution of the other variables to reading comprehension is not considered (Sadeghi, 2007: 199).

Reader's knowledge, motivation, strategies, and characteristics (stable characteristics: sex, age, personality, and physical characteristics: eye movements, speed of word recognition, automaticity of processing, etc.) constitute important elements in reading comprehension that affect the readers during the reading process and product which research has locked (Alderson, 2000: 33). Sulistyo (2011: 32), on the one hand, simplifies the dominant factors in the process of understanding in reading, particularly, under the

reader variable: linguistic factors, world background knowledge, organizational text structure knowledge, and reading strategies. On the side of linguistic factors, ideally, to make sense or interpret text pretty well, readers are truly required to be aware of these linguistic factors. The readers who fail to tackle the text where they have tried to read the text written in a particular language if they do not know any characters of it will quickly recognize the primacy of linguistic processes for reading comprehension (Grabe & Stoller, 2011: 13). As a prerequisite, to the extent of this point, readers clearly need to boost this linguistic aspect. In the point of world background knowledge or content schemata (Hedgcock & Ferris, 2009: 60), Smith (2012: 23) echoes that this factor has impacted comprehension significantly considering that this factor has already been brought by the readers naturally. This, similarly, is concluded by some previous studies (Alfaki & Siddiek, 2013; Angosto, Sanchez, Alvarez, Cuevaz, & Leon, 2013; and Munsakorn, 2015) that the representation of this knowledge of the world crucially plays a critical role to posit the intended aim of the text integrated with prior knowledge which is posed by readers in reading comprehension. Organizational text structure knowledge, in general, can be highly facilitative to readers, although, gaps probably exist (Hedgcock & Ferris, 2009: 60) if the readers know nothing about the language of the text (Alderson, 2000: 34) because readers' consciousness of various types of text structure is ultimately useful for better comprehension (Heydari and Mustapha, 2009: 254). The further salient variable, reading strategy, means mental awareness of applying comprehension strategies to grasp meaning of a text. This factor has been discussed until now based on several previous studies (Tercanlioglu, 2004; Zhang & Wu, 2009; Zarrati, Nambiar, & Maasum, 2014; and Qanwal & Karim, 2014) mentioning that reading strategies have impressive correlation to reading comprehension to mediate a success in achieving critical evaluation of a text.

TEXT
Reading is at least viewed as an interactive process (Grabe & Stoller, 2011: 11) between readers and text to grasp meaning of the text. Here, clearly, this variable cannot be separated from the variables discussed previously where they work together interactively to make sense of a text. One approach dealing with a text variable is the classical bottom-up approach whereby word recognition comes up from written text and later, meaning is shaped by a

reader as linguistic code breakers (Sulistyo, 2011: 25).The process starts with the reader's identification of letters, words formed from individual letters, larger structures (phrases, sentences, discourses), and the last identification of meaning (2011: 25). Of course, this process happens in systematic way bit by bit up to a total whole of meaning. The illustration of the process is depicted in Figure 1 as follows.

CONTEXT
Most of previous relevant studies discussed previously, though, seem to show that context variable gets less attention compared with the presence of reader and text variables, still, of all circumstances, that those results do not determine what exactly the nature of reading comprehension is. Context, here, covers environmental, situational, and social elements (Sadeghi, 2007: 209) in which likewise, Snow (2002: 12), in the same idea, explains that sociocultural context covers meaning shaped by readers that interacts with another factor (reader and text) simultaneously in the dynamic way to come out as the winner who passes successfully the complicated process of reading comprehension well. In Figure 2, the display of this extraordinary process is shown heuristically.
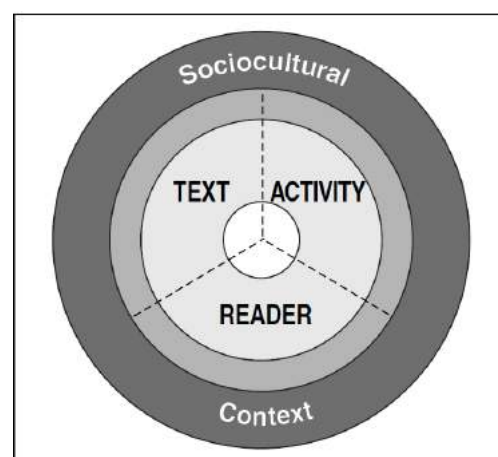
Figure 1: A heuristic representation of reading comprehension (Snow, 2002: xiv)

This condition is exactly not separated from the context—situational conditions of the reader who matures and develops cognitively, as the reader gains increasing experience with more challenging various types of texts, and as the reader benefits from instruction (2002: 13). In short, the readers bring critical evaluation of the text properly due to the unity of all factors and interrelated elements inside in a wonderful interaction. Thereby, undoubtedly, the presence of this context variable is truly important to get the exact meaning of the text as a complete packaging.

THE ROLE ESSENTIAL FACTORS

Reviewed from the above discussion, it cannot be ignored that in this concern, each aforementioned variable of prominent factors contributes a significant role in the process and product of reading comprehension. Hence, this guides to the understanding of the best collaboration role of key factors reflected from those empirical evidence found previously. Put simply, some simple conclusions made —role of readers as a leader cooperates with interrelated elements, such as: linguistic knowledge, world background knowledge, text structure knowledge, and many others (Sulistyo, 2011) —regarding to the role of each individual variable itself up to the complex combination of them contributes significantly and effectively to the reading comprehension. In the complicated process of reading comprehension, a reader has crucial role in relation to the other factors where s/he as a main actor controls the condition and information laying in the text. It, then, is shaped and interacted with the other factors (text and context) supported by interrelated elements to construct meaning appropriately. In the construction of meaning, readers use their linguistic knowledge integrated with their prior knowledge and knowledge of organizational text structure mediated by cognitive strategies to reach understanding in the accurate portion. Above all, still, of course, paying attention more to the context variable which exists inside the complex process is much worth. In sum, the interaction and collaboration of each factor will lead to the ultimate end of process in the reading comprehension.

EFL READING COMPREHENSION

A number of definitions suggest reading comprehension but referring to comprehension ability itself is much more complex than what the definition suggests (Grabe & Stoller, 2011: 11). In this case, the ability to construct meaning from a given text is needed (Lems, Miller, & Soro, 2010: 170) that there is process of simultaneously extracting and constructing meaning trough interaction and involvement with written language (Snow, 2002: 11). This simply indicates that there is teamwork here that extracts, shapes, and constructs meaning that is none other than the key factors already discussed earlier. Regarding EFL reading comprehension itself, it is obviously a complicated process since this relies more on readers whose first language is not English. That is, it is definitely believed more difficult; therefore, the process extremely needs key factors to support in achieving the intended

goal by utilizing the presence combination of key variables.

CONCLUSION

Thus far, the key influential factors in reading comprehension—reader, text, and context—affect the process and the product of reading comprehension in a multifaceted process. They should get more attention as a unity in which they act interactively to shape the meaning of the text. To grapple challenges and even arrive at an understanding, although, each variable with some other interrelated elements inside has a share with different degrees of contribution, it is continuously clear that they do not work separately (Sadeghi, 2007: 215) but interactively interrelated each other to form the best combination in achieving reading beyond the line (Alderson, 2000: 8). In addition to the variables discussed previously, the success of appropriate interplay of all variables with the elements interrelated come up to the implications that practitioners should be aware of potential role of various factors discussed earlier and as a result, they do not take the learning of reading comprehension only for granted. They, finally, consider the process of reading comprehension not as a simple activity but it tends to be a complex multifaceted process (Sadeghi, 2007: 215) so that the practitioners become wiser to evaluate their weaknesses or even more failure in teaching reading comprehension.

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THE IMPLEMENTATION OF IGNATIAN (REFLECTIVE) PEDAGOGICAL PARADIGM STRATEGY FOR THE IMPROVEMENT OF STUDENTS' LEARNING OUTCOMES AND MOTIVATION IN LEARNING NATURAL SCIENCE FOR FIFTH GRADE STUDENTS

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ABSTRACT

The Ignatian Pedagogy Paradigm is an art of thinking and doing something thoughtfully that incorporate humanistic values into learning subjects consciously. This paradigm endorses meaning of each topic within in learning materials based on students' own experience. Students take into their consciousness life values (Reflective Moment) within learning materials by themselves or by their groups in order that they can practice it in daily life (Action). Researcher elaborates action research method for resolving learning problems within Fifth Grade (second group) of Kanisius Elementary School Students of Sengkan Yogyakarta during natural sciences class. Researcher implements Ignatian Pedagogy Paradigm within the method. The research follows the guidance prepared by Bruce W. Tuckman and Brian E. Happer (2012). The first cycle shows that mean value is 13.85 for students learning outcomes. The second cycle shows that mean value is 15,03 for students learning outcomes. The average difference between the first cycle and the second is 1,175. It says that learning outcomes of the first cycle are lower than the second; and of the second cycle is higher than the first. The value of "t" Test by counting is 2.466; and Value of "t" Test according to the statistic table is 2.000 with 0.016 scores of probability and by 0.05 significant level. The research shows that the value of "t" Test by counting is higher than a value of "t" Test according to the statistic table. It means that implementation Ignatian Pedagogy in natural sciences subject improves study results of Fifth Grade (Second Group) of Kanisius Elementary School Students of Sengkan Yogyakarta. The first cycle shows that mean value is 108.23 for students learning motivation. The second cycle shows that mean value is 116.05 for students learning motivation. The value difference between the first and the second is 7.825. It says that learning motivation of the first cycle is lower than the second; and of the second cycle is higher than the first. The value of "t" Test by counting is 2.572; and Value of "t" Test according to the statistic table is 2.000 with 0.012 scores of probability and by 0.05 significant level. The research shows that the value of "t" Test by counting is higher than the value of "t" Test according to the statistic table. It means that the implementation of Ignatian Pedagogy in natural sciences subject improves learning motivation of Fifth Grade (Second Group) of Kanisius Elementary School Students of Sengkan Yogyakarta.

Keywords: *Keywords: Ignatian pedagogy, learning outcomes, learning motivation*

The conventional learning process is often employed by elementary, junior and senior high school teachers. The reciprocal communication process of teacher and students is not really optimum. Teachers do not really pay attention to the students' contexts and backgrounds.

Whereas, every student has their own experience, context and background. The emphasis of the learning process is cognitive aspects (competence). Therefore, students often do not know the benefit of the materials for their lives. The students learn only to get the score not to live (non scholae sed vitae discimus). It can be concluded that teachers do not integrate humanistic values in the materials during the learning process.

The learning process that is supposed to happen is how to integrate humanistic values in every single material, therefore, students will not only develop their competence aspect but also their conscience and their compassion.

Competence, conscience, and compassion are three aspects which are emphasized in Ignatian pedagogy (Dominuco, 1993:74). The implementation of Ignatian pedagogical paradigm strategy can be one of the solutions to overcome the incomplete learning process. Teachers are expected to be more careful on understanding students' background and characteristic in the learning process. According to Dick and Carey (2009:80), students' characteristicscan be identified when students are engaging the class activities. The Ignatian pedagogy associates humanistic values to every material taught. Therefore, students can develop as a complete human being and become an integral part in competence, conscience and compassion aspects. It should be understood that the teachers should only act as the facilitators in every learning process in the class (Witfelt, 2000; Richard, 1998).

There are some previous studies related to this research that employed Ignatian (reflective) pedagogical paradigm strategy namely: (1) a research done by Luisa D H and Maslichah

Asy'ari, lecturers of Biology Education Study program, Faculty of Teachers Education Study Program, Sanata Dharma University Yogyakarta, entitled Penerapan Pedagogi Reflektif dalam Mata Kuliah Konsep Dasar IPA Biologi I di Prodi PGSD Universitas Sanata Dharma (The implementation of Reflective Pedagogy in Basic Natural Science I on Elementary Teacher Education of Sanata Dharma University), concluded that the implementation of Ignatian(reflective) pedagogical paradigm strategy in natural science 1 subject could improve students' understanding towards natural science concept and could improve students' loyalty, brotherhood, honesty, environment awareness and leadership skills of PGSD students class III/E.

Widiyanti, S. A. (2012). Pengaruh Pendidikan Karakter dengan Pendekatan Paradigma Pedagogi Reflektif dan Motivasi Belajar terhadap Kepribadian Siswa dalam Pendidikan Agama Katolik di SMP Katolik se-kota Madiun. (The influence of character education with reflective pedagogical paradigm approach and motivation towards students' attitudes in Catholic education in Madiun junior high schools). Unpublished Thesis. One of the conclusions of this study is there is an interaction between character education with the reflective pedagogical paradigm approach and motivation towards students attitudes in learning Catholic education. Primasari, M. M.L. (2011) Penerapan Paradigma Pedagogi Reflektif dalam Pembelajaran Tematik untuk Meningkatkan Competence, Conscience dan Compassion Peserta Didik Kelas II SD Kanisius Gayam Yogyakarta (The implementation of reflective pedagogical paradigm in thematic learning to improve SD Kanisius Gayam Yogyakarta second grader students' competence, conscience and compassion), concludes that learning with reflective pedagogical paradigm can improve SD Kanisius Gayam Yogyakarta second grader students' competence, conscience and compassion.

The researcher would like to research the implementation of Ignatian (reflective) pedagogical paradigm strategy to solve five graders natural science learning problem at SD Kanisius Sengkan Yogyakarta towards the improvement of students' learning outcome from cognitive and motivation. Specifically, the researcher interviewed the school principal, teachers who teach five graders, SD Yayasan Kanisius Cabang Yogyakarta school supervisor at Sekolah Dasar Kanisius Sengkan on 24—25

September 2014, 29 November 2014, and 6 December 2014.

Research problems: (1) Is there any improvement on the SD Kanisius Sengkan Yogyakarta five graders'learning out come on the natural science subject after the implementation of Ignatian pedagogical paradigm strategy (reflective)? (2) Is there any improvement on the SD Kanisius Sengkan Yogyakarta five graders' motivation after the implementation of Ignatian (reflective) pedagogical paradigm strategy?

Research objectives: (1) To know the improvement on the SD Kanisius Sengkan Yogyakarta five graders' learning outcome on the natural science subject after the implementation of Ignatian pedagogical paradigm strategy (reflective); (2) To know the improvement on tthe SD Kanisius Sengkan Yogyakarta five graders' motivation on the natural science subject after the implementation of Ignatian pedagogical paradigm strategy (reflective).

Frameworks: (1) The Ignatian pedagogy associates humanistic values to every material taught and the curriculum. Therefore, students can develop as a complete human being and become an integral part of competence, conscience and compassion aspects. It should be understood that teachers should only act as the facilitators in every learning process in the class (Witfelt, 2000; Richard, 1998); (2) Motivation has an important role in the learning process for both teachers and students. Students would do any activities if they are motivated to learn. A high motivation will make students determined to learn and willingly to face problems in the learning process. Thus, students' motivation is very important during the learning process. A high motivation is expected to improve students' learning outcome; (3) The low learning outcome is allegedly predicted as the result of the lack of motivation so it is needed to provide appropriate strategies to help the low achievers.

Hypothesis: (1) the implementation of Ignatian(reflective) pedagogical paradigm strategy can improve five graders'learning outcome in natural science class; (2) the implementation of Ignatian (reflective) pedagogical paradigm strategy can improve five graders' motivation in natural science class.

Learning outcome

Gagne dan Briggs (1979:50) considered that there are five learning outcomes, they are (1) intellectual skill; (2) cognitive strategies; (3) verbal information; (4) motoric skill; and (5) attitude.It correlates with Bloom taxonomy, related to the behavior goals that cover three domain: cognitive,

affective and psychomotor. The observable performances that can be considered as the academic performance are considered as capabilities (Ratna Wilis Dahar, 1989:135).

Reigeluth (1999:13) states that learning outcome can affect the alternative strategic value in certain conditions. The expected results are the result from real lives using certain strategies in the certain conditions. The expected results are the goals that affect the way the researcher choose the method. It means that the learning outcome is related to the strategies employed in certain learning conditions, so the learning outcome will be better. In addition, Reigeluth (1999:94) states that specifically, the learning outcome is the result of performances which indicate the skills obtained. The learning outcome is always shown in the form of specific goals, attitudes or performances. From those experts' opinion, the researcher argues that the academic performance is the successful level of how students learn some materials in form of score form written test or non-test

Learning Motivation Cores

Motivation and learning in the learning process are two things that interdependent. Learning is the changing of someone's behavior and it is relatively permanent and potential as the result of reinforced practice, based on certain goals. Learning motivation can arise from intrinsic and extrinsic factors. The example of the intrinsic factor is the desire to succeed and the learning needs, and hopes. While extrinsic factors are the encouragement from outside, for example, appreciation, compliment, conducive learning environment and fun and interesting learning activities. Both intrinsic and extrinsic factors are caused by certain stimulations, so anyone who has the motivation to learn will be more diligent and determined.

Mc. Donald as cited by Hamalik (2003:158) states, ―Motivation is an energy change within the person characterized by affective and anticipatory goal reaction". The learning motivation cores is the internal and external encouragement in each student who learns to change their behavior. The motivation will have an enormous role in the students' learning outcome. According to Sardiman (2011:80-84), the learning motivation can be classified into five categories, namely (1) the desire to succeed; (2) encouragement and the learning needs; (3) hope for the future; (4)appreciation of learning process; (5)fun and interesting learning activities; (6) conducive

learning environment that enables students to learn comfortably and well.

The Functions of Motivation

Learning needs motivations. The learning outcome will be optimum if students have motivation since motivation is an essential condition of learning (Sardiman, 2011:85). The more the teachers motivate students, the more the possibility of the students to achieve optimum learning outcome.

Hawley (Yusuf: 1993) states that the students who have a high motivation in learning alsoget better results compared to students who have low motivation. Winkel (1991) states thatstudents' learning motivation can reach that term in the learning process. Therefore, teachersneed to consider these things: (1) optimize the application of learning principal, namely students'present is the learning motivation (2) optimize the dynamic elements in the learning process. It ispossible that in the learning process, students have some problems.

Some educational psychology experts state that the mental power that leads learning is considered as learning motivation. Motivation is considered as the mental encouragement to move and direct one's behavior including learning behavior. Motivation contains one's attitudes and learning behavior guidelines (Koeswara, 1989; Siagian, 1989; Schein, Biggs & Teller, 1987).

Basically, motivation functions as the encouragement to obtain the learning outcomes. Good motivations in learning will result in the good learning outcome. In other words, the diligent efforts that are based on the high motivation will lead someone to the good learning outcome.

Ignatian (Reflective) Pedagogical Paradigm

Ignatian Pedagogical Paradigm is from Ignatius Loyola's thoughts. He founded Society of Jesuit in 1540. This religious community did not start with the schools. Instead, they concerned on the world trend, and for the need and importance for the society at the time, Ignatius took a big step by using education as the effective way for the development of the society, specifically he wanted to develop the society that has excellent belief and character. The society changing depends on how the young educated. As it is said, Puerilis institution est renovation mundi, the education for the young that will change the world.

The success of the Jesuit school became people's admiration but they were also questioning about it. The Jesuit schools were so many and they were spread so fast and many European countries wanted to implement it. What do the schools teach? What are their activities? How do they teach the young? A set of the Jesuit pastors' syllabus became

the key factor. The leader of Society of Jesuit, Claudius Aquaviva founded a working team in 1581 to find the best practices from the Jesuit schools. Then, that team refined the good teaching plan known by the world as Middle age European education system, called ratio atque institutio studiorum societatis jesu (Ratio Studiorum). The team finished the ratio studiorum in 1586 and used ad experimentum to be evaluated in the future. Since that time, more than a hundred schools organized by Jesuit pastors around the world referred to ratio studiorumto develop school learning activities.

To celebrate the four hundred years of ratio studiorum, the leader of Jesuit leader, P.H. Kolvenbach SJ,founded a team to reformulate ratio studiorum to adapt with the context of that era. The result was the publication of ―The Characteristic of Jesuit Education‖in 1986.

In 1993, in Rome, the central of Jesuit Society, there was a team assigned to distribute the characteristic of Jesuit education. This team gathered some educational experts from Jesuit schools around the world. They gathered to share their experiences on the use of key methods of modern education implementation that appropriate with Jesuit education characteristics.

They did realize that the spirit of Jesuit education foundation is the spiritual exercise taught by Ignatius of Loyola, the founder of Society of Jesus. They felt that Ignatius of Loyola had granted them a pedagogical method that came and developed from Ignatian spirituality. This team developed a document entitled Ignatian Pedagogy: A Practical Approach.

The main dynamic of the Ignatian pedagogy is the continual interaction of three main elements, namely experience, reflection and action in the learning process. Those three elements are equipped with the context where the experiences happen and after evaluation is done. The central element in the Ignatian pedagogy is reflection. Reflection refers re-scrutinize thoughtfully materials, experience, ideas, opinions and spontaneous reaction to get the deeper meaning. In the other words, reflection is an effort to find the deepest meaning in every material and human experience. Ignatian (reflective) pedagogical paradigm has been used in many schools. The Ignatian pedagogical paradigm is often called reflective pedagogical paradigm to emphasize the main core is the reflection (JSEA, 1993).

Context

Context, what needs to be known about learners, their environment, background,community, and potential to teach them well? (ICAJE, 1993). On this stage, teachers facilitate every student to pay attention to many contexts in their lives. The main goal is making students to cautiously identify many possibilities that potentially support and hamper students in the learning process. The teachers' framework in starting the learning process with Ignatian pedagogical learning strategy should focus on every student. Teachers should understand many kinds of contexts in students' circumstances. Students as the subjects that need to be motivated and supported to reach their development fully.

As teachers, we need to understand the world of the student, including the ways in which family, friends, peers, youth culture and mores as well associal pressures, school life, politics, economics, religion, media, art, music, and other realities impact that world and affect the student for better or worse (Subagya, 2012:42-44).

Therefore, the basic contexts in Ignatian pedagogy are all factors that support and hamper every student in following the learning process. From the teachers' point of view, it means that context is: (1) teachers' recognition and attention to every student (2) conducive environment that supports learning and development process for every student to understand the values of the learning process. From students' point of views, the context is related to the students' willingness and readiness to learn and develop to reach the quality results of their learning.

Experience

Ignatius states that experience is grasping something deeply (Subagya.2012:47). Experience is assumed as the concrete facts, definitions, and principles experienced by someone. From that experience, someone is inquired to understand, recognize and internalize every fact, definition, principle and meaning of their lives. In Ignatian Pedagogy: A Practical Approach (ICAJE, 1993), an experience is the key factor in education. ―In Jesuit schools, the learning experience is expected to move beyond rote knowledge to the development of the more complex learning skills of understanding, application, analysis, synthesis, and evaluation. . . .We use the term experience to describe any activity in which in addition to a cognitive grasp of the matter being considered, some sensation of an affective nature is registered by the student. . . .‖

Ignatius considered that the term experience should be used to show every activity that contains cognitive elements in the materials. Every experience contains data and facts that can be grasped cognitively by every student. It can be done by asking students, investigating and

analyzing many kinds of elements and the relation between each datum.

There are two kinds of experiences, namely direct and indirect experience. Direct experience is the experience that students experience it directly. Direct experience in school usually occurs in experiences such as conversations or discussions, laboratory investigations, field trips, service projects, participation in sports, etc. Whereas, the indirect experience occurs in the indirect learning situation in the form of reading article, news, audio and visual image.

In this stage, students are guided to find a new understanding by comparing, contrasting, evaluating, analyzing and synthesizing all the mental and psychomotor activities to understand the reality better. The suggested activities are group discussion, field or laboratory study, the use of visual film or animation, simulation, paper, and problem solving (Collins, 2008). Students' active participation through that activities will give the optimal meaning and effect towards students learning experience.

Reflection

According to Ignatius, reflection is used to reflect and revisit the materials, experiences, ideas, opinions or spontaneous reaction. It should be done in order to help students scrutinize the deeper meaning of the materials they learn. Thus, reflection is a process of emerging the meaning of human experiences (Subagya, 2012:53).

Reflection means thoughtful reconsideration by using memory, understanding, imagination and feeling to perceive meaning and value in the subject matter. By doing reflection, the students' experiences are expected to be more meaningful so it can stimulate every student to do real action. In this stage, reflection will deepen the understanding that is formed through the activities and it becomes meaningful learning for the students (ICAJE, 1993).

Reflection is the fundamental key in Ignatian pedagogy in the learning cycle. Reflection in the Ignatian (reflective) pedagogy will be raw and meaningless if it stops at the students' understanding and affective reactions. Reflection that is started with real experiences must end with concrete reality to form a new experience. The reflection will be developed in each student if it is started with real decision and determination.

Experience and reflection are interdependent. Students will not get the experience without doing reflection even it is only small reflection. In the other hands, all the reflection is assumed to have the experience, intellectual or affection towards definition, enlighten, worldview and the view of ourselves and others (Subagya, 2012:53).

Action

Action refers to the learner internal state in to understand the learning process with their mind and heart and change it into action in their real lives. The action can be done through project, problem solving, business plan, etc. Students who can proceed their experience into reflection may be able to form their own attitudes and values. The meaning making of the experiences can be done by students through reflection so they are able to decide and act in their real lives. The students' knowledge during learning process will not stop at the theories but they are expected to implement it in their real lives

Evaluation

Periodic evaluation of the learner's growth is essential. In the Ignatian paradigm, it measures more than intellectual success, artistic talent, or athletic ability. Evaluation is done to assess those things, but it is also to produce an awareness of the real needs yet unmet, as well as to understand the learner's own personal and moral growth. Evaluation in Ignatian (Reflective) pedagogy learning process is not only done for the academic aspect but also humanistic aspect. Evaluation can be done periodically to encourage teachers and students observe the intellectual, attitude, and actions development that in accordance with the men and women for and with others principal. (JSEA, 1993).

The material and skill mastery can be evaluated by using written test, portfolio, project, etc. Whereas, the personality and attitude can be evaluated by doing personal interview, reviewing students' reflective journals, measuring students' interpersonal skill, observing students' participation, etc.

Ignatian (reflective) pedagogical paradigm learning based can be pictured through Joyce and Weil's(1986) framework has six elements, namely (1) Syntax or the learning order which is started from context, experience, reflection, action and evaluation; (2) principles of reaction: teachers are expected to know and understand students' life contexts in detail, teachers act as facilitators, and it should be learner-centered; (3) the social system: teachers know, understand and accept every student's uniqueness, guide, and learn together with students, create teacher to students and student to student collaborative learning atmosphere,

teachers also guide students to know each other and listen to peers' experience and idea; (4) Support system: syllabus and lesson plan, media that related to the materials, indoor and outdoor laboratory, students' and teachers' reflective journal; (5) Instructional effects: students can get the learning experience with their peers, students can be more active, creative and innovative in learning materials. When students can individually or collaboratively found and solve problems, students' learning outcome will become better; (6) Nurturant effects: students can learn to work together with their peers, student can learn to communicate to express ideas, students can know each other, students can accept and appreciate their peers' different ideas, students can learn their peers who need help, and students will have the sense of solidarity to each other.

The Ignatian (reflective) pedagogy strengths are: (1) Students have the real experience, students are actively involved in the learning process; (2) Students can have the ability and skill to do reflection on their learning experience and find the meaning or value of every material and activity; (3) Students can learn to decide to act as the result of their reflection; (4) Teachers can optimize themselves as the facilitator and motivator in the learning process; (5) Teachers can have a deeper relationship with every student by knowing the students' life contexts.

However, the Ignatian (reflective) pedagogy weaknesses are: (1) Teachers should spend their time for designing syllabus, lesson plan, reflective questions, checking and responding students' reflection;(2) Teachers should spend their time for knowing every student's life context so they can treat their students as unique individuals; (3) Teachers are expected to renew their knowledge and understand the world trends so they can guide students to make reflection and concrete action.

Tuckman' Action Research Model

In this research, the researcher employed action research method proposed by Tuckman on his book entitled Conducting Educational Research (Tuckman, Bruce W, & Harper: 2012). The researcher employed Tuckman' action research model since this model is specifically designed for educational action research.

According to Tuckman, there are six stages of action research. The stages can be seen on the picture 2. The process is started by observing and reflecting the problems arise in the class. This process belongs to ask a question and read and review. Ask a question is the stage where the researcher does field observation, finds problems in the class and makes questions related to that problem. While in read and review, the researcher reads scientific journals that correlate with the problems found on the field and solutions that will be proposed for that problems. The next stage is planning or designing and implementing solutions for the learning process. Then, the researcher interprets and disseminates the data. Bruce W, and Harper (2012:422) state that those stages can be differentiated into two big stages, namely arm stage as the preparation process and act stage as the implementation of research agenda.

Phase I: Arm
Arm phase is the action research preparation process. It includes:
1) Ask: formulating research question(s)
2) Read: Exploring and researching literature sources related to the problems and the solution of the topic
3) Make a plan: Creating a learning process design

Phase II: Act
Act phase is the process of implementing the learning process design for action research. It includes:
1) Analyze: gathering and analyzing data.
2) Course of Action: distribute the written result of data gathering and analysis to other people so they will know and try to implement it.
3) Try it Out: Implementing the results to the learning process in the class.

METHOD
In this research, the researcher employed action research adopting Tuckman, Bruce W, and Happer's (2012) model.

The researcher acted as the researcher, lesson designer, research instruments designer, and data analyst. The researcher collaborated with Class VB teachers of SD Kanisius Sengkan Yogyakarta,as the teacher in the Class VB. In this action research, the researcher observed together with the class VA classroom teacher.

The researcher did the research at Class VB of SD Kanisius Sengkan Yogyakarta. SD Kanisius Sengkan is located in Jalan Kaliurang KM 7, Sengkan, Condongcatur, Depok, Sleman, Daerah Istimewa Yogyakarta. This school is under Yayasan Pendidikan Kanisius supervision.

The subjects of this research were all of the Class VB students at Sekolah Dasar Kanisius Sengkan Yogyakarta. They were twenty three boys and seventeen girls so there were forty students in total.

Data and Data Sources

Data gathered in this study were from the events and information of the students learning outcomes in natural science subject of the Class VB students at SD Kanisius Sengkan. The data was provided by the class VB classroom teacher and school principal of SD Kanisius Sengkan.

The documents and archives were in the form of students' test scores. Data gathering was done by the researcher by: (1) learning process direct observation; (2) pretest and posttest; (3) learning process video recording; (4) archives and documents about KTSP, syllabus, lesson plans, students' worksheets, pretest, and posttest results.

Research Instruments

The research instruments were employed to gather the data about students' learning outcomes in natural science subject after the implementation of Ignatian (reflective) pedagogical paradigm. It was in the form of cognitive learning outcomes, students' motivation, and students' activity questionnaire.

The scale used for students' activity questionnaire was Guttman's scale. The Guttman's scale is a distinct measurement by using —yes‖ and —no‖ statement, so the researcher will get distinct results (Riduwan, 2004: 91).

Students Learning Motivation Measuring Instrument

The questionnaire consists of thirty questions that can be distributed into four stages according to Likert scale. The answer for each instruments item has a variation from very positive to very negative. Below is the interval used to measure students motivation.

Learning Motivation Analysis:

The formulation for counting the students' learning motivation percentage (adapted from Arikunto, 2010).

Data Analysis Techniques

Validity Test

Validity instrument relates to how far the instrument measures the data. In the instrument arrangement, the validity questionnaires used are contents validity and test items validity. The validity indicates on how far the measuring instruments can represent all aspects considered as the concept framework (Ancok in Singarimbun and Effendi, 1989). Content validity is used by arranging instruments guideline, thus the formulated instrument is sufficient (Arikunto,1996).

Moreover, content validity is done by elaborating the whole materials that should be measured to the respondents, then identifying the questionnaire items. If all of the indicators have represented by sufficient instruments items, so the instrument is considered valid. To know whether the instrument has represented all the examined content, the researcher needs to do expert validation in order to verify the questionnaire contents systematically and to evaluate the questionnaire relevance towards the examined field. Then, to validate the test items empirically, the researcher did some trials by correlating the items score and total score by using Correlation Product Moment by Pearson by using this following formula. After the r_{xy} value is obtained, then to decide whether every item is valid or not, the researcher used the 0.05 significant level. If the probability (p) is smaller or equal to 0.05, then the questionnaire is valid, otherwise, it is considered invalid.

Reliability Test

Instrument reliability is the instrument stability, steadiness, reliability, accuracy, and reliability. Therefore Instrument reliability is the degree of constancy of the measuring instrument to measure what should be measured. In testing the reliability of the instrument. This study used Cronbach Alpha formula (Arikunto, 1985).

DISCUSSION

This study employed classroom action research method with two cycles to determine the' learning outcome and motivation development of students of class V SD Kanisius Sengkan in natural science class. The class VB students' motivation frequency description consists of thirty questions which can be differentiated into three types of tests, namely pretest, cycle 1 posttest and cycle 2 posttest. From the learning process and class observation and proved with the pretest, cycle 1 posttest and cycle 2 posttest results, it shows in the table

Students' Average Motivation Scores Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean
Pretest score of students' learning motivation	40	45.00	121.00	3586.00	89.6500
Valid N (Listwise)	40				

Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean
Posttest score of students' learning motivation – cycle 1	40	73.00	136.00	4329.00	108.2250
Valid N (Listwise)	40				

Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean
Posttest score of students' learning motivation – cycle 1	40	81.00	135.00	4642.00	116.0500
Valid N (Listwise)	40				

From the students' average motivation descriptive statistics as can be seen from pretest 1, cycle 1posttest, cycle 2posttest, the researcher proposes Class VB students' average motivation score on natural science class in the form of a table as follows:

Table 2. Class VB Students' Average Learning Motivation Scores

Class VB Students' Average Learning Motivation Scores		
Pre test	Posttest cycle 1	Posttest cycle 2
89,65	108,22	116,05

From table 2.1 and picture 3.1, it can be concluded that students' average learning motivation is increasing. The pretest was done for all class VB students. The cycle 1 posttest was done after the students experienced learning process with Ignatian pedagogical paradigm.

However, the result is not yet optimal. The researcher and class VB classroom teacher did reflection and make some changes in the learning process responding to the cycle 1 result. The cycle 2 posttest result was the result of the strategy changes and it was also the result of strengthening the Ignatian (reflective) pedagogical paradigm implementation. The result was very significant in improving students' learning motivation.

The class VB students' learning outcome description consists of twenty questions which can be differentiated into three types of tests, namely pretest, cycle 1 posttest and cycle 2 posttest. From the learning process and class observation and proved with the pretest, cycle 1 posttest and cycle 2 posttest results, it shows that:

Students' Average Learning Outcome Scores Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean
Pretest score of students' learning motivation	40	4.00	16.00	453.00	11.3250
Valid N (Listwise)	40				

Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean
Posttest score of students' learning motivation – cycle 1	40	7.00	18.00	554.00	13.850
Valid N (Listwise)	40				

Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean
Posttest score of students' learning motivation – cycle 1	40	9.00	19.00	601.00	15.0250
Valid N (Listwise)	40				

From the students' average learning outcomes descriptive statistics as can be seen from pretest 1,cycle 1 posttest, cycle 2posttest, the researcher proposes Class VB students' average learning outcomes score on natural science class in the form of a table as follows:

Table 3. Class VB Students' Average Learning Outcome Scores

Class VB Students' Average Learning Outcome Scores		
Pre test	Posttest Cycle 1	Posttest Cycle 2
11,32	13,85	15,02

From table 3.1 and picture 4.1, it can be concluded that students' average learning outcome is increasing. The pretest was done for all class VB students. Thecycle 1 posttest was done after the students experienced learning process with Ignatian pedagogical paradigm.

However, the result is not yet optimal. The researcher and class VB classroom teacher did reflection and make some changes in the learning process responding to the cycle 1 result. The posttest cycle 2 result was the result of the strategy changes and it was also the result of strengthening the Ignatian (reflective) pedagogical paradigm implementation. The result was very significant in improving students' learning outcomes.

CONCLUSION AND SUGGESTIONS
Conclusion

Based on the classroom action research conducted by the researcher on the implementation of Ignatian (Reflective) pedagogical paradigm learning strategies to improve Class VB students' learning outcomes and motivation to learn natural science at SD Kanisius Yogyakarta Sengkan, it can be deduced as follows: 1. The Class VB of SD Kanisius Sengkan students' average learning outcome scores in cycle 1 is 13.85 and in the second cycle is 15.03. There was an average increase of the students' learning outcomes after the implementation of Ignatian (reflective) pedagogical paradigm. The average difference in the students' learning outcomes from cycle 1 and cycle 2 is 1.175, where the students' learning outcome average scores in cycle 1 is lower thanin the cycle 2. 2. The Class VB of SD Kanisius Sengkan students' average learning motivation scores in cycle 1 is 108.23 and in the second cycle is 116,05. There was an average increase of the students' motivation after the implementation of Ignatian (reflective) pedagogical paradigm. The average difference in the students' learning outcomes from cycle 1 and cycle 2 is 7.825, where the students' learning motivation average score in cycle 1 is lower than in the cycle 2.

Suggestions
1. For a science teacher at the elementary school: the things that must be considered and done so that learning science at school level base more efficient, effective and attractive with the implementation of Ignatian (reflective) pedagogical paradigm learning strategies are as follows: a. Teachers make the syllabus, lesson plan (RPP) and integrate elements of the Ignatian (reflective) pedagogical paradigm, namely context, experience, reflection, action and evaluation into a unified unit in it. b. Teachers make reflective questions in any teaching materials that will be provided for

students when the learning process was done. In making reflection questions, there are three essential things that must be considered by the teacher, namely (1) Asking what has been done; (2) Asking what values contained in any teaching materials; (3) Asking follow-up plan; c. Teachers provide or make a special reflection book to record various types of events that occur during the learning processes happen. The goal is to make the improvement and development of the learning process. d. Teachers read and make written response for students' reflection so intensive communication will happen between teachers and students and parents. e. Teachers act as facilitators and motivators in the learning process. The basic principle of the implementation of Ignatian (reflective) pedagogical paradigm is that the role of the teachers is as facilitators. Teachers must have a spiritual relationship with students with truly understanding of the students' lives context. As motivators, teache rs must continually give motivation for each student in the learning process. f. Teachers creatively and innovatively prepare, use or create media that appropriate with teaching materials. g. Teachers read and make written responses so that intensive communication happens between teachers and students and parents.

2. For School Principal or Head of the Institution: there must be a commitment and agreement with all members school community to carry out the Ignatian (reflective) pedagogical paradigm learning based. The agreement must be in the form of written agreement signed by all school communities / principals / head of the institution. Head of the institution regularly and continually held a joint reflection with the entire school community to reflect the implementation of the Ignatian (reflective) pedagogical paradigm learning based.

3. For researchers or education experts: the researcher expects there will be similar research on subjects other than natural sciences, both for primary school, junior high school, senior high school and university.

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SELF AS A TRANSPERSONAL DIMENSION OF HUMAN CAPACITY IN EDUCATION ACTIVITIES
(An Analysis Perspective of Psychosynthesis In Counseling Psychology)

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ABSTRACT

This article will give a new perspective and assumption about self, how it formed, and developed? and the connection with educational process at this time about education character and creativity to face a networking in ASEAN Economic Community. Most of us agree a great process in a human life was educational process, that begin from a conception and continue along their life span. It shape a ability of human being such cognitive, affective, conative, and psychomotor. This ability is such a mental process that developed through a counciusness and logical process that a human possess. In psychology it call a "self", many of psychology theorist agreed that self is a counciusness process consist of I (knower) and Me (known), even in fenomenologist a human experiencing and learn from environment that will shape their self. Therefore in it development a self become a psychological study, and then appear a social cognitive theory with reciprocal determinism popular at this time to explained the process of self in education and social. Nonetheless, if the self is a mental process the studied must through a holistic perspective, such a psychosynthesis in counseling psychology, self is more than a counciusness but a supercounciusness the capacity of human to understand with deeply and learn a meaning from reality of their life, and be a reflection of their self. In educational process, self will determine the way as long as a mind has reflection of their meaningfull experience and make the person creatively.. must have a vision for the future in order to face the challenges of the future, with a creative, innovative and consistent.

Keywords: Self, Transpersonal Dimension, Education, Psychosynthesis, Creative

Developments and changes in social and individual of human life. Changes and developments can not be separated from the development of paradigm (mindset) and the increasing need of people to make life more closely and facilitated by a variety of knowledge that has been acquired through education.

Education and global development are the two things that can not be separated, it cause of the process of global development as well as economic development at the present time due to the development of human knowledge and mindset in the educational process. Education changed the order of the human mindset and indirectly alter the order of human needs associated with the economy.

Ken Robinson (1999: 17) "School have complex task. We expect education to prepare young people for the world of work and for economic independence; to enable them to live constructively in responsible communities; and to enable them to live in a tolerant, culturally diverse and Rapidly changing society. Tony Blair (Ken Robinson, 1999: 17) "A Successful creative economy is one of the goverment's priorities, and a key source of jobs of the future. The only way that we will Compete In These new sectors is through the talents of our people ".

Then the education to be a determinant of human development, that was many countries including Indonesia seeks to develop the education system to prepare for global changes in this respect the Asean Economic Community (AEC) that required is talent, the talent and creativity. Education is the key to the development of individual creativity-individual it self, and also never be separated from the study of how to improve the personal to be more creative.

In counseling psychology who directs the study on mental health and mind in life is the term how to establish self itself. In psychology there are some psychological strength that discusses the self that is the power of a great psychological influence in education and social life in the period of the 20th century to the present is the power neobehavioristik. Had the assumption that human behavior occur not solely due to environmental stimuli (reactor) but also has impact on the environment (actor) (Bandura, 1986,1997,2000), it was stated by Bandura (1986) in his social foundation of thought and action. Bandura stated that in human social life there are cognitive processes and actions in behavior, not merely imitate, but to observe the event of environment through processes of attention, retention, production and motivation. In this form the process conditions of human action in the social environment, making the behavior does not depend on the environment but also individual determine

in the environment with the formula reciprocal determinism
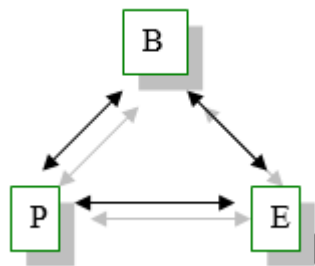
Figure.1.1. Formulation Triadic Reciprocal determinism of Albert Bandura

Person (P), Behavior (B) and Environment (E) mutually determine the interactions. Person with behavior affects the environment and the environment also have an influence and determine such person and behavior. Then it is not only the environmental determine the individual behavior, but individual also determines the environment. This is the concept of social cognitive theory gives rise to a form of empirical experience on which to base a human in the context of self-belief. Their mastery experience, vicarious experience, social persuasion, and emotional state becomes a source of self-efficacy. According to Bandura (1986: 391) "Social cognitive theory Suggests that self-efficacy," people judgements of their capabilities to organize and execute course of action required to attain designated type of performance ". Individual decisions about their capability to arrange and implement actions that needed to obtain the kind of performance desire with.

Concurrently, Pajares and Miller (1994: 193-203) has also strengthened the theory of self-efficacy through research on the role of self-efficacy as a self belief in mathematical problem solving tasks with path analysis, the results find that self-efficacy can indeed be a predictor and mediate the effect of prior experience in the implementation process of mathematical tasks. Through the process of past experiences of successes ever achieved or studying models of self belief will make its efficacy make men strong in performing the task.

DISCUSSION

Based on previous introduction described that it is important to understand where the education was apparently need to study about self, because education was change process,

that suitable with Clifford Beers (2009: 29) change begins with:

A. Awareness:

1. Conceptualize: discover your passion and the place where your passion intersects with the needs of the world.

2. Explore: Seek to know more about the need you have indentified, search for more knowledge about what is currently being done to meet the need and what more might be done with appropriate support or talent.

B. Belief

3. Understand: Seek to comprehend causes, effects and creative solutions, Recognize the significance of the need and how your involvement might assist in meeting the need as a career choice.

C. Conviction

4. Begin: Take action to right a wrong or expand human endeavour in a given area of need. Seek to find the most satisfying manner in which you might be a part of creating positive change.

D. Commitment

5. Pledge: Promise to dedicate your individual resources to being a change agent.

6. Collaborate: discovery how working with others can enhance the strengths of the effort, as well as adding significance to your own life.

7. Evaluate: Monitor both process and results for continuous improvement.

This view of self belief of Beers explained that in the process of education to understand oneself (self belief) through the stages described above, which confirmed that became a study that is still be a field that deserves to be studied and researched both in terms of learning and social. Are self belief a rise due to environmental factors or because the organism itself has the capacity to affect the environment are made differently with the environment? Through a process transcendent contemplation, meditation, intuition? , Along with it Gergen (1970: 15) explains that of many experts explain the self could be something through the process of people who experience (experiencing) and who knows (knower), but also as a process of experience active where the process of sensing, organizing, remembering , conceptualizing, judging, inductive, and deductive reasoning. The process makes the process of self into the concept of psychological empirical search for truth is sense, logic, etic, intuitive yet transcendent.

In the previous view there is a couple of grooves thinking in psychology is deterministic (too much disccuss that humans are viewed as an actor as well as a reactor) as the views of Philip and Horton (1983) (Hergenhahn, 2010: 389) regarding reciprocal determinism proposed by Bandura reject the law of causality standard, because if the environment influence the behavior and the person,

and the person can also affect the environment and behavior, so to see the beginning of the emergence of these interactions ambiguous impression. So also with a view to Bandura (2000) on human agency is still a positivistic view or too good, all that is happening in the process of their social human cognitive traits intentionally, forethought, self reactiveness and self-reflective. Fourth this indication could make man capable in their environment, and also impression of swallow the understanding of self belief it self (Hergenhahn, 2010: 384).

The elements of self is still a mental process that sense, logic, etic it is still limited empiricism or also still depends on the facts on the ground, without discussing the beginning of an environment (social group formed) as well as the exclusion of the element of human trancenden. So back to the works of Gregen (1970: 15) "Concept of Self" earlier that there is philosophical process in self such sensing, organizing, remembering, conceptualizing, judging, inductive, and deductive reasoning.

Furthermore, the views Assagioli (2000) (Firman, 2011: 17) regarding the self that contains the "personal realm of existence for most of Reviews their live journey". Self consists of supercounciusness (mental processes) in the field of awareness (interaction process) in this case their experiences determine how far a human reality becomes a reference in the act in daily life.

Along with that concept, has become a self assessment and independent assessment transcenden and a little different from the perspective of social cognitive psychology (social learning) and psychosocial. Because of the assumption of the concept of human behavior by reference to its environment and make modifications based on the environment as well. However, this seemed to rule out social interaction occurs in a social group at the start by the individual (unique) and form its own power in the neighborhood, according as to what these individuals interpret and steeped himself outside the context of empiricism.

Then the assumption in this study, of some previous studies, if the self is a basic element of human psychology to act and behave in which there is a supercounciusness. Then in accordance with the philosophical view in the search for truth using cognitive patterns to capture the reality of life through the process empirical truth.
1. Sense: Reality arrested for capture power through the five senses.
2. Logic: The ability to rationalize all the information received from the senses

3. Ethics: The ability to think to see good and bad things or situations or environments.
4. Intuitive: The ability to grasp the meaning without consideration of time (spontaneous) through intuition.
5. Trancendent: The ability to observe, interpret the existing reality because, according to Immanuel Kant that the reality is a reflection of the strength of transcendent (Paper of Ahmad Faiz et al, 2014).

The transcendent dimension is a self assessment that has not been seen in previous studies. Superconciusness process is the beginning of man can be as unique individuals in social interaction in a social group. This is because human beings are not always tied to its environment but superconciusness process that causes humans unique and define the environment, although the environment will also provide a new reality to humans, but it does not mean that humans are influenced by the environment, but the reality of man steeped in trancenden.

The reality explored and interpret by humans as a transcendent reflection of his life. Self also contains the concept of containing phases will their purpose, deliberation, choise, affirmation, plan, and action, realized in the process of social interaction consciousness (self realization) (Firman, 2011: 7). In psychosynthesis describe self-realization will give birth to the so-called "Will" is the result of experience who want to be realized. As well as Firman (2011: 7) The work of building the experience of "will", work that spotlights the reality of ongoing choice points, is some of the most powerful work that can be accomplished. That means if an individual who has a desire to realize he would seek to use the learning experience and to bring "will" / desire to do something new (creativity), that be produced through a process of self learning in education.

Learning is a continuous process which is always experienced by humans in the development of life, whether in the form of experience (experience) and science (knowledge) that is obtained in the form of formal education or through interaction with the social environment. Education is a basic thing in human life, as one system to glorify human glory. The logic is that the better the education system, the better is also the glory of the man himself. Education is not only related to the product (the students) but inputs (teachers and students) and procedures (process in education) (Alfaiz, 2014: 95).

Accordance with the opinion of Ken Robinson (2006)

Talk about learning, learning was a process to found an original idea. "If you do not prepare to be wrong, you will never come up with anything original" that namely a creativity in learning and by

the time they get to be adult most of them lost the capacity, they have Become frightened to be wrong and most of us accompany and stigmatize mistake and now in the national education system were mistake are the worsts thing that student makeup. The result is we are educating people out of creative capacities.

Then the self which is the process of human consciousness in everyday life as a strong foundation in education and learning. When individuals understand themselves as human beings are holistic, then the individual is not only longer limited to intuitively understand himself with the surroundings, but the individual is able to give something new to the environment in which it is awareness of transcendent of himself to interpret him thus giving birth to a sense of will and creativity.

Practitioners and educator should be able to invite people who are educated and even more people can learn to experience and interpret the experience as things to be learned and developed. When we discussed some previous opinion that it is deterministic, transpersonal and philosophically, can be understood that self involves all views in relation to education and social which is transcendent of the human self in empirical life. The following assumptions think in self assessment of the following three perspectives

Figure 2. Flow Establishment and Development of Self is transcendent in Education (Developed from Bandura, Empirical Philosophy, Assagioli and Ken Robinson)

IMPLICATIONS

Based on the above exposure can be taken from the perspective of educational implications in counseling psychology

1. Education is a process that is essential in human life, which has become a primary need as well as a determinant in the development of human life.
2. Therefore, education is an important thing, according to UNESCO regarding the education of 30 years to come many college graduates are compared with the world population (Ken Robinson, 2006: Ted Talk)
3. So to improve education is the learning process that not only sharpen the cognitive but rather character, talent, and creativity. otherwise there will be academic inflation

(Ken Robinson, 2006). This is because everyone has an academic degree.
4. To grow high creativity, educators it would need to understand the individual holistically (Self) in the learning process yakninya make learners become themselves according how they assess themselves and educators to help make sense of their lives.
5. Increase the learning process to the extent of thinking transcendent approach to spirituality to see the passion (Will) and how to achieve (Self Realization).

CONCLUSION

Based on the above explanation it can be concluded as follows:
1. Humans have the ability to understand the personal self (Self)
2. Personal understanding is the transcendent in human life, the meaning of each each experience the reality of life, this is a learning process in education.
3. Self Efficacy is a deterministic process between individual self with the environment that is in the process of learning.
4. Transpersonal dimension of self-help in improving the mindset of individuals in the learning process to discover new things such creativity. If the learning process is released from the fear of mistake, it is submitted that the education system make student in the corridor of rigid that the mistakes are the worst thing. While the human must learn from their mistakes.
5. Creativity is the process of finding an original idea (Ken Robinson: 2016), which was found when it could make sense of all the reality experienced by both negative and positive.

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DEVELOPMENT OF TEACHER-DESIGNED SELF-LEARNING KIT IN GEOMETRY FOR THE SUBANEN, MARANAOS, AND VISAYANS

Hambre, Vilma D.

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ABSTRACT

This is a comparative study on the development of teacher-designed self-learning kit (SLK) in Geometry for the Subanen, Meranaos, and Visayans, reflecting the culture, tradition and ethnicity of these The researcher used quasi experimental design involving quantitative and qualitative approaches. Quantitative approach was used to interpret the numerical value obtained in this study. Qualitative approach, on the other hand was used to qualify the data that would triangulate the quantitative results. Achievement test was given to the respondents in the control and experimental groups after the implementation of the SLK. SLK development follows the Taba Model as stated: Diagnoses of needs, formulation of objectives, selection of content, logical organization of content, selection of learning experiences, organization of learning activities, evaluation and means of evaluation. SLK was evaluated in terms of contents and readability, while the effectiveness of the SLK in teaching Geometry, observations and interviews were employed in gathering the information qualitatively, particularly the insights and beliefs of students on self-learning kit. The feedbacks of the teachers regarding the self-learning kit as a tool in the classroom instructions were also considered. Results showed that the mean achievement scores between experimental and control group vary significantly. The traditional method of teaching differs significantly since the teachers have different teaching strategies. The p-value is less than the level of significance at 0.05. The untoward peace and order incident that happened in Lapuyan, Zamboanga del Sur affected so much the performance in the achievement test of both experimental and control groups in the Subanen tribe. All the respondents rated the SLK "excellent" in their evaluation. The student-respondents showed positive insights and perceptions in the use of SLK in their learning process. It enhanced their critical thinking, promoted their creativeness, and interests. Moreover, they become more motivated to learn the concepts and they enjoyed their interactive learning.

Keywords: Self Learning Kit (SLK), indigenous people, mathematics performance

Developing Countries lack material resources in teaching Science and Mathematics at all levels (Talisayon, 1990). Lack of texbooks and other resource materials was the primary problem encountered by both Mathematics teachers and students in the Division of Lanao del Norte. Mathematics is a vital subject that cannot be taken for granted since it is the heart of science. However, we cannot escape from reality that there are students who have negative attitudes toward it. Most students consider it as difficult because of endless repetition, meaningless memorization, never ending services of worksheets or fracture exercises, and in general, the lack of interest and understanding in Mathematics. Triangle similarity is one of the topics in Geometry. It deals with a broad application in the real world.

Kline (1996) commented that if Mathematics is indeed a creative activity, what driving force causes men to pursue it? The most obvious, though not necessarily the most important motive for mathematical investigations, is to answer questions arising directly out of social needs. Commercial and financial transaction, navigation, calendar reckoning, construction of bridges, dams, and churches, the design of fortification and weapons of warfare, and other numerous human pursuits involve problems which can best resolved through Mathematics. The use of mathematics as a universal tool is specifically true of our modern technological age. Quantum leaps that the modern age boasts of could not have been possible without mathematics.

This is the reason why Schoenfield (1992) said that success in Mathematics needs to be built in the classroom. Students need to experience success early when they begin a mathematics class. This success enables them to develop confidence in their ability to do Mathematics, which in turn paves the way for further positive feedback in this field. The proposed Self-Learning Kit (SLK) will help address this need to develop self-confidence in Mathematics among the students.

In addition, several studies have shown that beliefs about oneself have a remarkabl connection with success in Mathematics. The more students learn the more confident they become, and the more enjoyable experience of learning it becomes. Therefore, availability of resource materials and teachers, who are major in mathematics, contribute so much to learning-teaching process. On the other hand, feedbacks and observations shared by the students reveal that they are

bored and less interested to listen to the discussions in their mathematics class. The Self-Learning Kit could help address this problem since it would be designed in such a way that students will find it interesting and relevant to them as Subanen, Meranaos, or Visayans.

Moreover, the Department of Science and Technology-Science Education Institute (DOST-SEI) (1998) reiterated that Mathematics and Science continue to be the most difficult subjects up to this time. It is because the results in the National Secondary Achievement Test (NSAT) for two consecutive years, that is 1996 and 1997, were below 50%. In the Division of Lanao del Norte, the results were attributed to the teachers who were not major in the key learning areas in Science, Mathematics, English, and Filipino. Specifically, the least number of teachers (1.4%) have specialized in science and small 6% in Mathematics. These statistics confirmed that many teachers are not well prepared to teach the critical subject areas of Science and Mathematics (Oreta, T. A., 2000). This situation is particularly true in the Lanao Areas, hence, there is a need for Self-Learning Kit to guide these non- Math majors in teaching. Besides, it is a known fact that many teachers, even Math majors, find teaching Geometry difficult. Therefore a Self-Learning Kit (SLK) will be a welcome innovation to facilitate teaching of this subject.

According to Airasian (1994), classrooms are busy places. Every day in every classroom, teachers make decisions about their pupils' behavior, the success of their instruction, the classroom climate and the availability of instructional resources influence not only the nature of instruction but as well as the learning outcomes. For the State Educational Technology Directors Association (SETDA India) (2009), interactive whiteboards in the classroom and other resources resulted in increased student engagement and motivation, greater opportunities for participation and collaboration, improved personal and social skills and self-confidence. It also mentioned that the greater progress in mathematics and science for students in years because of the accommodations of different learning styles, and improved attainment for students with special needs. These needs were considered in designing the Self-Learning Kit purposely for the Subanen, Meranaos and Visayans Ho (2004), observed that the teachers of today are expected to encourage, guide, advice and focus on the learner's knowledge construction and use. But, the learner- centered approach has not in a way diminishes the significance of the teacher's role in maximizing student learning. Sh e also stated that poor teacher preparation and lack of expertise in the field have contributed to the dismal performance of the Filipino students in the Third International Mathematics Science Study (TIMSS). The same factors have been identified by the Asian Development Banks (ADB) study among the causes of poor scores in the National Achievement Test (NAT) in Science and Mathematics.

Since the teachers are considered the key factors in the students' understanding of Mathematics' concepts, they should have instructional materials that would facilitate the teaching of Mathematics. They believe that a self-learning kit is a tool that enhances learning Mathematics. This kit includes materials of the following activities like giving scenario, problem posing, math trivia, origami, and games, vignettes and math activities. It aims to develop creativity through manipulative processes and thinking skills. It also relates the lesson to the real world.

However, there is a dearth of learning materials in the secondary schools in the Department of Education. This is true in Math particularly in Geometry. Secondly, the existing teaching learning materials do not consider the culture of the learners, specifically their traditions, realities and localities. Hence, these factors make the indigenous students find mathematics alien hence, more difficult.

By developing a Self-Learning Kit (SLK) in Geometry students may be motivated to explore and become more creative. It may erase the negative perceptions of the students towards Mathematics. This kit motivates students to love, and be interested in learning Mathematics particularly Geometry. It is in this light that the researcher developed a Self-Learning Kit (SLK) tailored for Subanen, Meranaos and Visayans. This kit is expected to cater to the level of understanding of the students. At the same time, SLK maybe an instructional materials needed in the Philippines' Response to Indigenous Peoples and Muslim Education (PRIME), School Base Management (SBM) and the Mother Tongue Base (MTB), the curriculum of the Department of Education program.

RESEARCH METHODOLOGY
Research Design

The researcher used quasi experimental posttest only design involving qualitative approaches. Quantitative approach was used to interpret the numerical value obtained in this study. Qualitative approach, on the other hand was used to qualify the data that would triangulate the quantitative results. Moreover, qualitative data need not be analyzed using statistical

Generally, the study was based on experimental design using Self Learning Kit (SLK) as an intervention. The respondents were grouped into control and experimental. They were purposively assigned to their respective groups through pairing of students using their previous grades in Mathematics III and draw lots. Then, achievement test was given to the respondents after the implementation of the SLK.

Observations and interviews were employed in gathering the information qualitatively, particularly the insights and beliefs of students on the self - learning kit, and the feedbacks of the teachers regarding the self-learning kit as a tool in the classroom instructions.

Research Locale

Mindanao is the second largest island of the Philippines, and the southernmost of the country's major islands. It is in this island the study was conducted. The select municipalities around Mindanao were Lapuyan, Zamboanga del Sur; Pantao Ragat, Lanao del Norte; and, Aurora, Zamboanga del Sur. These municipalities are chosen since Subanen, Meranaos, and Visayans are dominant in these places.

Pantao Ragat is located in the province of Lanao Del Norte in Region X. It is specifically situated in Northern Mindanao which is a 5th class municipality. According to the 2007 census, it has a population of 20,097 people. Pantao Ragat Lanao del Norte is a peace-loving municipality. The mayor sees to it that his constituents and visitors are safe from the bandits, and other lawless elements.

Respondents of the Study

The respondents of the study were the third year high school students and their respective teachers of Lapuyan National High School (LNHS), Pantao Ragat Agro Industrial High School (PRAIHS), and Commonwealth National High School (CNHS). The teacher-respondents handle both the experimental and control groups. These students belong to the tribe of Subanens, Meranaos, and Visayans.

Sampling Procedure

The respondents were taken from the three (3) schools in Mindanao, namely: LNHS, PRAIHS, and CNHS which are predominantly Subanen, Meranao, and Visayan tribes.

Pairing of respondents was based on the third grading period grades in math. Not all students in table intact classes served as

Table 1 Respondents of the Study According to Schools

Tribes	Group		Total
	Experimental	Control	
Lapuyan National High School (LNHS) Subanen	16	16	32
Pantao Ragat Agro Industrial High School (PRAIHS) Meranao	29	29	58
Commonwealth National High School (CNHS) Visayan	20	20	40
Total	65	65	130

respondent's presents the number of respondents after match pairing.

Research Instruments and Their Validity

This study used six (6) different sets of tests, namely: Achievement Test, Self-Learning Kit (SLK), Readability Test, Journal Writing, SLK Evaluation Checklist, and Teacher's Evaluation Checklist. These instruments were all used to gather the data.

Achievement test. Achievement test was constructed by the researcher based on the topic on triangle similarity which is chapter 5 in the textbook of the Department of Education. A table of specifications composed of 40 questions was constructed by the researcher. These were distributed according to subtopics. The test was validated by experts in mathematics who are Doctor of Philosophy in Mathematics. After it has been validated, the researcher piloted the instrument to the fourth year high school students in Marcela T. Mabanta National High School (MTMNHS) at Libertad, Kauswagan, Lanao del Norte, a comparable group to the respondents for the reliability, and its coefficient.

Self-Learning kit. (SLK) Self- learning kit was constructed by the researcher considering the culture, tradition, and ethnicity of each tribe. It provides the students the opportunities to enhance their skills in reasoning, thinking, computing, and accuracy in tackling real life situations. It also develops their personality and intellectual ability, which in turn lays the foundation to develop positive self-confidence. This may help the students in changing their attitude from being dependent to independent learners. It consists of a wide range of materials collected for the purpose stated, at the same time; these will be used during teaching-learning process in mathematics. This kit will be solely for the third year high school students taking Geometry for their Mathematics subject. This SLK also serves as the main instrument in conveying the concepts in Geometry, specifically on the topic triangle similarity.

Readability Test

The SLK was evaluated in terms of its readability of the users. Dubay (2004) defines readability as the factors that make some texts easier to read than others. Dale and Chall (1949) added that it is the totality of those elements within a given piece of printed material that affect the success a group of readers who have it. The success is up to the extent to which they understand it, read it at an optimal speed, and find it interesting.

The Fry Graph Readability Formula was developed by Edward Fry. He was a Fulbright Scholar in Uganda, where he helped the teachers in teaching English Second Language (ESL). Fry constructed readability test based on a graph.

This graph-based test determined readability through high school by using data from primary and secondary schools. The results were then validated by other formulas the Journal of Reading (1968). Continuously Fry extended the graph to primary levels even to college years. It is because he believes that an individual's vocabulary continues to grow during college years, but the reading ability varies depending on the individual and the subjects taught. With this significant achievement in Reading, Fry became the Director of the Reading Center at Rutgers University and considered as authority on how people learn to read. This readability test can be used to see if the texts used are the recommended Fry reading level for the respondents and for further curriculum modification.

Journal Writing is another tool where the students expressed their perceptions, thinking and feelings in using the self-learning kit. This was done regularly on a daily or weekly basis so that the observation was properly documented. This tool can also validate the response of the respondents of the other instrument of this study.

Evaluation Checklist is a tool to evaluate the effectiveness of the Self-Learning Kit (SLK) considering its objectives. It evaluates the following parts of the SLK, namely: Cover Page, Overview, Jumpstart, Lesson Proper, Layout, Overall Content, Writing Mechanism, Self-Assessment Questions, and Citations. The response scoring has the following scale and equivalent description 1.0 – 1.74 – Poor, 1.75 – 2.49 – Good, 2.50 – 3.24 – Very Good, and 3.25 – 4.00 – Excellent.

Teacher's Observation Checklist is used in monitoring the performance of the teachers in the implementation of the SLK. The classroom instructional observation are answerable by YES/NO or Not at All (NA). The researcher also does some observations o the performance of the teachers for improvement of their teaching skills.

For the details of the implementation of the SLK, a work plan on the next page was conceptualized by the researcher. This also served as the major guide in the conduct of the study.

Statistical Tools and Data Analysis Procedure

The following tools were used to analyze the data quantitatively:

1. Frequency and percentage distribution were used to establish the profile of the respondents as to the demographic profile and performance in the achievement test
2. To test the significance of the differences in the achievement test of the three tribal groups o f students, t- test of difference was computed.
3. To test the variance, Analysis of Variance of the Achievement Scores of the experimental and control group.
4. To test the multiple comparisons of the three tribes both the experimental and control groups was used, Tukey's Test was used.
5. The perceptions and evaluation of the Self-Learning Kit (SLK) was determined through class observations and interviews.

For qualitative data analysis, the researcher used coding system, to maintain the confidentiality of the ideas or opinions of the informants. For the respective Mathematics teachers of the respondents they were coded with the used of their name initials. Since there were only three teachers involved, they are coded as Teacher F in Lapuyan, Teacher R, in Pantao Ragat, and Teacher I in Commonwealth.

The opinions and ideas of respondents during their interviews and their journal writing were analyzed through descriptions and comparisons. Comparisons were used by the researcher in presenting contradicting ideas or opinions of the respondents. The student-respondents were coded as Subanen student/s, Meranao student/s, and Visayan student/s.

Summary of Findings

This research study on, "Development of Teacher-Designed Self-Learning Kit in Geometry, for the Subanen, Meranao and Visayan" was aims to evaluate the SLK and help students learn Geometry in an enjoyable and interesting way particularly on triangle similarity through hands –

on and interactive learning. Based on the data gathered the following findings emerged:

1. Most of the Meranao and Visayan tribe respondents are female for while in the Subanen tribe male and female respondents are almost equal.
2. Majority of the respondent's age in the two groups of Subanen tribe and Meranao tribe falls within sixteen (16) years of age while in the Visayan tribe both experimental and control groups are fifteen (15) years of age. Only few of the respondents belong to eighteen years and above.
3. Majority of the Subanen tribe are Alliance and Baptist while Meranao tribe is one hundred percent Islam. The majority of the Visayan tribe, both experimental and control groups are Roman Catholic
4. The parents' educational attainment of the Subanen respondents in the experimental group is at elementary level while the control group, secondary level. Some of the parents for Meranao tribe in experimental group are college graduates and elementary graduates, while in the control group are college level and secondary graduates. For Visayan tribe, majority of their parents are secondary graduates.
5. The parent's income of the respondents of the three tribes is below poverty line.
6. Farming is the primary occupation of the parents of the three respondent tribes for both experimental and control groups. Very few are professionals in the Subanen and Visayan tribes while there are more professionals among the parents of the Meranao tribe.
7. The previous grades of the respondents in the three tribes mostly fall within 80 – 84 ranges.
   Only one student in the Meranao tribe control group has a grade ranging from 95 – 99, while few respondents from the three tribes have a grade ranging from 90 – 94.
8. Among the control group, Visayan tribe has the highest mean of 21.60 followed by the Meranao tribe with a mean of 21.59, and the lowest mean is the Subanen tribe with 9.81. In the experimental group; the highest mean is still in the Visayan tribe with a mean of 34.05, followed by Meranao tribe with a mean of 33.83 and the lowest mean of 19.63 is obtained by the Subanen tribe. Therefore, the Visayan tribe in both the experimental and control groups have the highest mean, followed by the Meranao, and then Subanen tribe. It also shows that the experimental groups of the three tribes have a higher mean as compared to the control group. It signifies that the students in the experimental group perform better than the control group.

9. The Self-Learning Kit (SLK) is effective as a tool in teaching triangle similarity, since mean achievement scores between experimental and control groups vary significantly at 0.05 level of significance among the three groups of respondents.
10. 10. The mean achievement scores of the three tribes in the control group vary significantly. It implies that the traditional method of teaching differ significantly among the three tribes since the teacher-respondents have different teaching strategies.
11. The Visayan and Meranao tribes in the control group have higher mean scores as compared to the Subanen tribe. It means that the unexpected peace and order incident that happened in Lapuyan, Zamboanga del Sur affected so much the performance of the Subanen respondents in the achievement test of both experimental and control groups.
12. The p-value is less than the level of significance at 0.05. Therefore, the H0 is rejected. This means that the mean scores of the Subanen tribe differ significantly from the mean scores of Meranao and Vesayan tribes.
13. In the evaluation of Self-Learning Kit (SLK), all respondents rated it "excellent".
14. The teacher and student-respondents showed positive insights and perceptions on the use of SLK in their teaching-learning process.

Conclusion

Only one hypothesis was tested in the study. From the results of data analysis, the conclusions were drawn:

Using t-test of independent samples, the results showed that there is significant difference in their post-test result among Meranao and Visayan tribes. Therefore, the null hypothesis is rejected at 0.05 level of significance.

All the teacher and student-respondents favor and appreciate the SLK, and find it effective in the teaching-learning processes in their respective classes. The student respondents showed positive insights and perceptions in using SLK in their learning process. It enhances their critical thinking; promote their creativity, and interests. Moreover, they become more motivated to learn the concepts and enjoy their interactive learning especially that the different activities and problems posted in the SLK were based on real-life situations reflecting the culture, tradition, and ethnicity of the Subanen, Meranao, Visayan tribes.

Implications to Education

The SLK was found to be effective in promoting learning when used in teaching Geometry as shown by the results of the study. The experimental group had higher achievement scores, both teacher and student-respondents greatly favored the use of SLK in teaching -learning Geometry; it developed a higher order and creative thinking skills, problem solving skills were enhanced and positive attitude and interest among teacher and student were deepened. This implies that the researcher developed SLK reflecting the culture, tradition, ethnicity of the Subanen, Meranao, and Visayan, has adequately shown to have the potentials to bring about effective and efficient teaching and learning of math among the IPs and the Meranaos.

Education is based on the principle that all children can and have a right to learn. Diversity may be age, gender, religion; ethnicity, culture, language or disability is expected and valued in any population. To fairly and equitably meet the needs of the diversity of learners, the learning environments and processes and educational structures and systems need to be adaptable and context to better able meet the needs of all learners (PRIME Programs, 2011). Hence this study is a timely response to this program Philippines' Response to Indigenous Peoples' and Muslim Education (PRIME) of the Department of Education (DepEd). The study developed SLK catered to the IPs namely: Subanen, Meranao, and Visayan, reflecting their cultures and traditions.

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USE OF THE GENRE-BASED APPROACH TO TEACHING WRITING AS MEDIATIONAL TECHNIQUE APPLIED TO SENIOR HIGH SCHOOL STUDENTS

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ABSTRACT

This study was undertaken as a modest contribution to writing pedagogy by trying out the application of the genre-based approach to the teaching of writing to fourth year high school students in two schools, specifically, MSU-Balindong to represent the public schools and Philippine Integrated School (PIS) to represent the private schools operating in Marawi City. The genre-based approach to writing instruction familiarizes learners with the 'moves' of a genre and raises awareness of the linguistic features associated with the moves as a way to overcome learners' difficulties in writing appropriately and effectively. This paper addresses the need to help learners make their choices in deciding what kind of information should be put in their writing and to apply the appropriate conventions and moves in order to create meaningful and purposeful texts. A number of genre analysis strategies are presented to demonstrate how learners can be taught to modify and blend their choices of words according to the contexts in which they write. Ninety-six (96) respondents equally distributed between the two schools participated in this study. The control groups in both schools were taught through the traditional transmission mode-lecturing style while the experimental groups were taught using the genre-based approach (GBA).This study is a descriptive-correlational type of research in terms of nature and purpose. It adopted the quasi-experimental and control-experimental design to achieve its purpose. To obtain the desired data, the following instruments were used: a self-constructed questionnaire to obtain information for the demographic profile of the respondents in terms of gender, media exposure, and writing training/exposure; a modified English Language Proficiency Test (adapted from the ELPT of the Language and Media Center) to determine the overall average English proficiency levels of the two groups of respondents; and self-constructed writing tests for the pretest and the posttest. Interviews were also held with a smaller sample representing each of the two schools. In interpreting the data, the statistical tools used were frequency and percentage distribution to derive the mean and standard deviation. To ascertain any existing correlation and the level of significance in the hypothesis testing, Pearson's r moment correlation was used. Levene's test was conducted to ascertain that there was basis for comparison.

Keywords: genre-based approach, teaching writing, mediational technique

Writing, like any skill, can be learned, cultivated, and mastered through proper training and resolute, patient and diligent practice. Cultivation of the skill must, however, start early. The Conrad conundrum is an isolated case. Joseph Conrad, a writer of masterpieces who learned the medium for his novels rather late in life, that is, in his twenties, was born with extraordinary gifts as an artist. His case could not therefore be considered representative or typical. Unfortunately, too, writing is a relatively neglected and less developed and practiced skill among high school and even college students not because it is given short shrift in the curricula, but partly because of some misconceptions and apprehensions concerning writing.

One of such myths is the tendency of many to see writing as a special or even divine gift which suggests that the common herd is not endowed with it. As the old Latin saying goes, "Poeta nascitur, non fit." Writers are born, not made. Convinced that this is some "eternal and universal truth," the generality of students never develop the knack for, or interest in, writing. They leave the field to those believed to be favored by the Muses, or the gifted ones.

There are indications that English courses are not producing students adequately equipped with even basic writing skills needed in the different professions. In fact, as Sarcina's study revealed, there are some courses or job market requirements that the MSU's service departments failed to meet to prepare students for the real world job markets: catalogues, essays, leaflets/promotional materials, oral reports using multi-media technologies like PowerPoint presentation, progress reports, research papers, thesis proposals, and visual materials.

The researcher believes that among students who enter college and later on drop out or just plod along with their depressed academic performance are likely to be found those experiencing learning difficulties because they have not moved beyond the level of proficiency known as BICS. She has this conviction that the writing inadequacies or weaknesses of college students and University graduates should have been addressed in earlier years. Whatever potential or budding talent

individuals are endowed with must be developed and tapped in the formative years, when the foundations for future development are being laid. Finding remedy for the problem in college or beyond may prove too late. As Carolina A. Nunez s voiced out in a paper on cohesion vs coherence read at the 2008 Conference and General Meeting: World Englishes and Second Language Teaching and Learning", many composition teachers, despairing of their efforts, are inclined to resign themselves to the "futility of ever reading an error-free composition."

Such teachers, however, need reminding that "error-free composition" is impossibility in an ESL setting. What they should do, perhaps, is change tack or develops strategies for helping students overcome their writing difficulties. They should take more seriously as a challenge and wake-up call those uncharitable remarks of executives concerning application letters that reach their tables – e.g. "mutilations of the King's language," fractured or broken English," "carabao English." These, to be sure, sound brutal and harsh in their candor, but should in a way conscienticize English teachers instead of driving them to despair and conceding defeat. As an oft-quoted platitude goes, "we are judged by our products." Although it is unfair to blame teachers solely for the deplorable state of affairs in the area under consideration, they at the same time should not be absolved from responsibility.

This researcher is only too well acquainted with the writing difficulties of younger students. She has lived with these problems for some years as a teacher. Like that Effective Writing teacher, she also constantly encounters the same manifestations of learning disability (LD) or undeveloped writing skill: lack of coherence, shorter compositions that are bereft of development, a profusion of ungrammaticalities, coarseness or lack of polish. Students crippled by such learning disability "have difficulty organizing texts, generating ideas, and applying meta-cognitive skills (McAlister et al. 1999).

Such deficiency is cause for serious reflection. If this is the situation in the MSU-ILS as far as writing proficiency is concerned, what expectations can one entertain of high schools over which the MSU exercises oversight functions and other private schools that have proliferated in Marawi City in the last decade? Given the decidedly more favorable conditions under which MSU-ILS operates, even the more reticent observer must wonder aloud why its students registered a poor showing on the writing proficiency test. Eager

to find the answer to this question and other related problems as a prelude to devising strategies or techniques that may help enhance the English language writing ability of college-bound high school students, the researcher set out to conduct her own investigation.
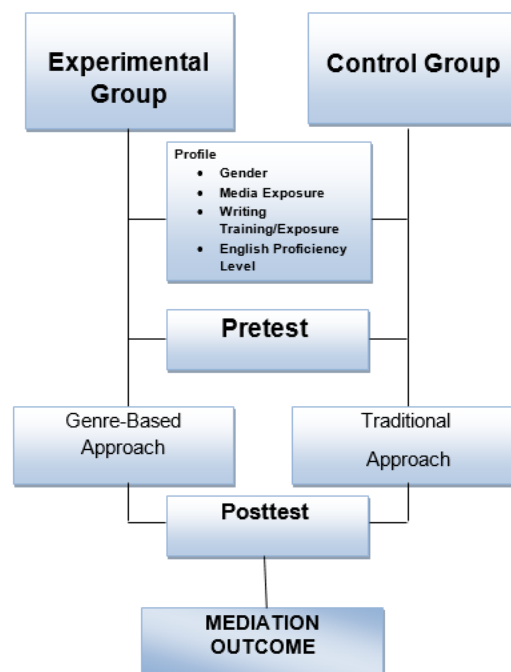
Figure 1. Schematic Diagram of the Conceptual Framework

Research Design

This study is basically descriptive-correlational and quasi-experimental in nature and purpose, hence, necessitating the combined use of the qualitative and quantitative designs and the experimental-control group procedure. It tested for significance the genre-based approach to teaching/learning writing as mediational technique, in relation to the dependent variable, i.e., the respondents' response and writing performance, the latter as gauged from their performance on the posttest, following exposure to the treatment under study to which the experimental group of each school was exposed.

Determination of the demographic profile of the respondents and their overall average performance (by school) on the modified English Language Proficiency Test were done in the early stage of the research. A writing pretest was administered to establish homogeneity and eliminate possible bias in the assignment of the respondents to the control and experimental groups. Null hypotheses were formulated to confirm/disconfirm the following: 1) assumed correlation/ significance between the results of the posttest and the treatment employed; 2) difference between the prestest and posttest results; and 3) difference between the pretest and posttest results of the MSU-Balindong and

Philippine Integrated School groups of respondents.

Locale of the Study

The study, as planned, was conducted in two chosen research sites: MSU-Balindong Community High School in the Municipality of Balindong and the Philippine Integrated School (PIS) in Bangon, Marawi City. The former, one of the over thirty-five community high schools of the Mindanao State University-Main Campus in Marawi, represents the public schools, while the former represents the private schools operating in the city.

Research Instruments

To gather needed data, the researcher utilized a number of measuring instruments. First of these is the English Language Proficiency Test (ELPT) adapted from the ELPT administered by the Language Center. This was administered to all the respondents to determine their average overall proficiency level (by school, not individually).

Other instruments were the writing pretest and posttest: the pretest, at the start of the inquiry, that is, before the mediation technique (the genre-based approach to teaching writing), and the posttest, after the application of said mediation.

Major findings of the study:

1. A great majority of the respondents, forming 74.77% of the sample of ninety six (96) are female; only a third of this number or 25.22% are male.

2. With respect to media exposure, specifically printed reading materials that majority of the respondents have access to at home, the longer list of possible choices was shortened to a list of four, ranked as follows: books, 1st; magazines, 2nd; comics/fiction, 3rd; and fiction/comics, 4th.. The top five television programs regularly watched, with slight variations in the ranking are: Newswatch and teleseries/telenovelas vying for the 1st rank; animated shows and game shows ranked 2nd or 3rd ; and educational programs securely or consistently in the 5th place. Named to the top of the list of computer programs that they have access to are the following: Social Networks like Facebook; Google; YouTube; Games; and Yahoo. As to the movie or film genres preferred, these are the top five choices: adventures, horror movies, animated films, historical movies, and fantasy. The fifth genre to complete the short list varies: fantasy for the MSU-Balindong group and mystery/crime films for the PIS respondents.

3. The third category or characteristic, writing exposure/training, has the following results: for writing activities/tasks engaged in, at the top of the chart are letter writing, report writing, diary entries, creative writing, dialogue journal; and e-mailing; for writing training, the leading training forms are brainstorming, writing for school paper, self-correction/editing, learning logs/journal. speech writing; and essay writing for a contest; and for writing genres exposed to in school, the most popular choices are summary/plot outline, research articles, persuasive writing, narratives (e.g. personal essays); and news reports. The MSU-Balindong group added to their short list procedural (e.g. recipes or performing an experiment), while the PIS sample included film reviews.

4. The overall average English proficiency level of the respondents, regardless of school, lies somewhere between Low Intermediate (20.8%) and High Beginner (16.7%). This amounts to a kinder estimate. A stricter or more conservative estimate is between High Beginner (16.7) and Low Beginner (21.9). A large proportion of the total sample (35.4%) fell into the bottom level, Novice. Despite the not-too-good overall result of the ELPT, the PIS group gained an edge over the MSU-Balindong group, based on their numerical dominance in the upper levels of the scale, the High intermediate and the Low Intermediate. In contrast, there were larger numbers of MSU-Balindong takers in the lower levels, specifically.

5. The results of the pretest administered to the experimental and control groups established that the variances of the two groups were the same which could be safely interpreted as

meaning homogeneity, that is, they set off on the same footing, thus there was basis for comparison. Levene's test was used to determine that there was indeed homogeneity as a basis for comparison. Based on the pretest mean scores between the MSU-Balindong (15.3519) and PIS (15.8136), the null hypothesis Ho: Variances of the two groups are the same is not rejected. The test statistics used in rejecting Ho is F-test and has a value of 1.164 and p-value of 0.283 which is greater than 0.05 level of significance. Thus null hypothesis Ho: There is no significant mean difference in the two groups' performance in the pretest is not rejected. Therefore the result is not significant.

6. The results of the posttest for the PIS and Balindong groups show low positive correlation. The null hypothesis Ho: There is no significant relationship between the respondents' performance in the pretest and the posttest is rejected. The result is significant. In testing this, the test statistic used is the Pearson's r; the value of the correlation coefficient (r) for the pretest and the posttest is r+0.454 with a p-value of 0.000, which is lesser than the 0.05 level of significance, hence, the rejection of the above-stated null hypothesis.

7. The third null hypothesis, Ho3: There is no mean difference between the posttest performance of MSU-Balindong and the PIS, is rejected. The result is significant. The mean score for MSU is 14.2708 while for PIS, it is 16.7708. The difference is, however, slight.

8. Interviews held with some respondents of the two schools revealed a generally positive response to the Genre-Based Approach. Counted among the gains that could be claimed for this technique are: fun value; interactive; stimulating and enjoyable; productive; and usefulness in future. The most interesting and stimulating activities associated with the technique are collaborative construction, modeling of texts by the teacher, role play (interview), and individual construction. The respondents of both school found the GBA a welcome relief from boredom and the monotony of deadening routine, which was how they described the traditional method.

9. To obtain the desired data, the following instruments were used: a self-constructed questionnaire to obtain information for the demographic profile of the respondents in terms of gender, media exposure, and writing training/exposure; a modified English Language Proficiency Test (adapted from the ELPT of the Language and Media Center) to determine the overall average English proficiency levels of the two groups of respondents; and self-constructed writing tests for the pretest and the posttest. Interviews were also held with a smaller sample representing each of the two schools.

10. The most common leading writing activities that the respondents are exposed to are letter writing, report writing, diary entries, e-mailing, dialogue journal and creative writing, with some variance in the ranking done by the respondents grouped by school; the top writing training or writing-related tasks experience of the respondents include writing for school paper, learning logs/journaling, speech writing, self-correction/editing, and brainstorming for a group work; the short list of writing genres or types that respondents are most exposed to in school includes summary/plot outline, research article, persuasive writing, narrative (e.g. personal essay, anecdote), and news reports.

11. The overall average English proficiency level of the respondents, regardless of the school represented is between Low Intermediate and High Beginner, the numbers adding up to 37.5%, or even between High Beginner and Low Beginner, the numbers amounting to 38.6% when added up. A noticeably large proportion, 35.4%, fell into the Novice category.

Conclusions

Exposure to the Genre-Based Approach to writing instruction/learning made a slight difference in the posttest performance of only the PIS experimental group; the result for the MSU-Balindong experimental group showed a slight decline from their pretest performance. On the whole, there was not much difference between the pretest and posttest results for both control and experimental groups, and between the pretest and posttest outcome for both schools. The PIS group, however, consistently showed their edge over their MSU-Balindong counterpart.

The Genre-Based Approach cannot be declared posthaste an utter failure as it proved to work for the PIS respondents although to a limited extent. After exposure to the treatment, their performance in the writing test showed some improvement. That it did not have as good an effect on the performance of the MSU-Balindong experimental group does not warrant the conclusion that it is a case of love's labor lost, and that trying it out in a writing class is an exercise in futility. Some gains, not necessarily related to test results, can be claimed for it.

It was found engaging, stimulating or motivating and fun to do – a welcome relief from boredom and the monotony of routine associated with the traditional approach. Respondents enthused about the GBA-related activities, specifically role play (in the form of an interview), collaborative or cooperative construction, modeling of texts, and individual construction. It turned out to be an eclectic technique that combined cooperative learning, scaffolding provided by the teacher in his/her modeling of texts, and independent work. The attempt to construct a zone of proximal development succeeds: the distance between the potential (what can be done with the assistance of a more competent peer or an experienced adult) and the actual (what can be achieved on one's own, or independently) is bridged.

The traditional approach to writing instruction acquitted itself. It held up under the testing, as shown by the minimal difference in the results of both the pretest and the posttest. Thus the conclusion that like the Genre-Based Approach, the all too often and too easily deprecated and depreciated traditional approach, has its uses; it still works for certain groups of students.
Either should be summarily dismissed as failures, or completely blamed when students' performance fail to measure up to standards or expectations.

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EDUCATIONAL INNOVATION IN ISLAMIC BOARDING SCHOOL
(Multy Case Study in Sidogiri Pasuruan's Islamic Boarding School and Tebuireng's Islamic Boarding School)

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ABSTRACT

Boarding school is an original education (indegenious) in Indonesia, which is unique because it displays the typical character and the exotic, has the advantage, both in the scientific tradition which is rated as one of the great tradition (great tradition) as well as transmission and internalization of morality. While on the other hand, schools are also an education which can play the role of empowerment (empowerment) and social transformation (civil transformation) effectively. In Indonesia, boarding schools as a place of religious education, able to survive in the midst of society, because of the fabric of a harmonious relationship between schools and their communities and together with the existence of society. The unity of the boarding school because graduates can be recognized in the community. Some of the boarding school innovation in education systems. The results of the study: first, Kyai view that human resource development is something that is absolutely necessary to maintain the existence of the boarding school. Usefulness of students in the middle of the community is one of the hopes of the boarding school. Second, boarding school doing creative and practical steps, both in the curriculum and in the integration of entrepreneurship. Each boarding schools develop their own trademark. Third, innovation education in boarding school to run well if all the parties in support of the boarding school. Kyai must have a vision for the future in order to face the challenges of the future, with a creative, innovative and consistent.

Keywords: Educational Innovation, Pondok Pesantren

The existence of the old boarding school has received recognition from the community. Gait of Islamic boarding school enough large in educating the nation join and contribute significantly in providing education. In addition, Islamic boarding school can be seen as a ritual institution, mental coaching institutes, institutions of propaganda, and the most popular is as an Islamic educational institution to experience the romance of life in the face of internal and external challenges.

Pesantren have some elements in certain respects differentiate with other educational systems. These elements include: clerics, students, mosque, hut (dormitory), and recitation yellow book. The integration of these elements form a system and distinctive educational model, as well as differentiate with formal education. The most fundamental aspects that differentiate between Islamic boarding school with other educational institutions is a tradition. The tradition of reading yellow book with sorogan learning system that is a hallmark of boarding. If tradition does not exist, then the boarding school has lost his soul, like the Javanese people who can not speak the language Java. This is what will cause the collapse of a boarding school, that if his identity is no longer attached and known.

Islamic boarding school would be able to survive if the cottage innovation and renewal of the institution. For the era of modernity and in order to maintain the existence of Islamic boarding schools as an educational institution that is able to survive, schools must make changes. Islamic boarding school is an Islamic educational institutions were also not spared from the "law" and demand changes. Especially when the educational world entered the era of globalization, the educational institutions are faced with challenges and increasingly loud demands the ability and capacity to respond. If the Islamic educational institutions capable of responding to the challenges through innovations in intelligent and creative then the chance to "survive" will be very large, but if the Islamic educational institutions are unable or slow to respond to the challenges of modernization, then sooner or later the Islamic educational institutions will be left behind and automatically abandoned community.

Sidogiri Pasuruan's Islamic Boarding School and Tebuireng's Islamic Boarding School are examples of some Islamic Boarding School are quite innovative in responding and facing challenges. The Islamic Boarding School make breakthroughs and innovation to develop his school in order to survive and be a reference community. Islamic Boarding School will increasingly exist if the boarding school innovation. Although the public interest is slightly reduced, but if there is no

innovation, it will be reduced again. This research was conducted at the boarding school that has interesting characters, in order to gain an understanding of a more comprehensive educational innovation, namely Sidogiri Pasuruan's Islamic Boarding School and Tebuireng's Islamic Boarding School.

Research Methods

Seeing the implied meaning of the title and the problems studied, this study is the kind of field research (field research) with a qualitative approach, the research does not recount quantitative data, with a naturalistic paradigm or interpretive. Data were collected from natural background (natural setting) as the data source directly. Naturalistic paradigm is used because it allows researchers find meaning (meaning) of every phenomenon that is expected to find local wisdom (local wisdom), traditional wisdom (wisdom traditions), moral values (EMIC, ethics, and noetik) as well as the theories of the subject under study , Meanings of the in-depth data and is able to develop a theory can only be done if obtained by the fact that quite detailed and can be synchronized with existing theories.

The study design using this type of case studies with multiple case study design, which seeks to describe a setting, object or event in detail and depth. The case study is a research that aims to intensively study the particular social unit, which includes individuals, groups, institutions and communities. The study will include detailed information that may not be obtained in other types of research. The location of this research is Sidogiri Pasuruan's Islamic Boarding School and Tebuireng's Islamic Boarding School. Chosen this boarding school for boarding a boarding schools that hold innovation to meet the challenges of education.

The type of the study, then the source of primary data in this study are the words and actions of leaders or clerics, religious teacher or teachers and Sidogiri Pasuruan's Islamic Boarding School and Tebuireng's Islamic Boarding School. Selection data source is based on the assumption that they are involved in the process of educational innovation directly. As for the secondary data source is a document or written material or the literature, namely books, articles, journals, and newspapers which addresses issues that are relevant to this study. Secondary data sources other than the documentation in the form of photos, for example, photos of activities, all activities as well as facilities and infrastructure that can provide a real picture on the aspects researched,

such as classrooms, halaqah, space deliberation, mosques, bedrooms, and others as a place of execution of the boarding school activities, especially activities of educational innovation.

The research data will be collected first, through observation, namely by visiting Sidogiri Pasuruan's Islamic Boarding School and Tebuireng's Islamic Boarding School to notice or observe the activities organized and observe the surrounding environment. Second, collected through interview techniques, namely by way of direct communication and conduct a question and answer to the religious scholars, administrators and students to deepen information obtained from other data collection techniques. Third, the research data will be collected through the documentation, both official documents Sidogiri Pasuruan's Islamic Boarding School and Tebuireng's Islamic Boarding School such rules and the history of its development, as well as documents from newspapers, magazines or websites about the boarding school.

Data analysis technique used is descriptive technique by taking three steps occur simultaneously by Miles and Huberman, namely: l) the reduction of the data (data reduction), which classify, direct, dispose of unnecessary and organize the data; 2) data (data displays), namely: finding patterns meaningful relationships as well as providing the possibility of drawing conclusions; and 3) conclusion / verification (conclusion drawing / veriffication).

Checking the validity of the data (trustworthiness) in this study were taking Lincoln and Guba opinion that execution of checking the validity of the data is based on four criteria: the degree of confidence (credibility), keteralihan (transferability), dependability (dependability) and certainty (confirmability.

C. Supporting Theory

1. Theory of Educational Innovation

The word education innovation comes from two words, namely innovationThe word education innovation comes from two words, namely innovation and education. The word innovation in English "innovation" is often translated everything that is new or a renewal. Innovation is sometimes also used to describe the invention, because the new findings. Said invention is also often used to translate words from English "discovery" and "invention". There is also a link between the sense of innovation and modernization as both discuss renewal business.

"Discovery", "invention" and "innovation" in Indonesian means "discovery", meaning the three words means "the discovery of something new" real good stuff was already there long before the new note or indeed completely new in meaning not previously exist. Similarly, maybe something new

was being held with a view to achieving certain goals. Innovation can use discovery or invention.

Some understanding of innovation that made the experts stated below

a. An innovation is an idea for accomplishing some recognition social and in a new way or for a means of accomplishing some social.

b. An innovation is any idea, practice, or mate artifact perceived to be new by the relevant unit of adopt. The innovation is the change object. A change is the altera in the structure of a system that requires or could be required relearning on the part of the actor (s) in response to a situation. The requirements of the situation often involve a res to a new requirement is an inventive process producing an invention. However, all innovations, since not everything an individual or formal or informal group adopt is perceived as new.

c. The term innovation is usually employed in three different contexts. In one context it is synonymeus with invention; that is, it refers to a creative process whereby two or more existing concepts or entities are combined in some novel way to produce a configuration not previously known by the person involved. A person or organization performing this type of activity is usually said to be innovative. Most of the literature on creativity treats the term innovation in this fashion.

d. Innovation is ...... the creative selection, organization and utilization of human and material resources in new and unique ways which will result in the attainment of a higher level of achievement for the defined goals and objectives.

e. Innovation is a species of the genus "change". Generally speaking it seems useful to define an innovation as a deliberate, novel, specific change, which is thought to be more efficacious in accomplishing the goal of system. From the point of view of this book (innovation in education), it seem helpful to consider innovations as being willed and planned for rather than as accruing haphazardly.

f. An innovation is an idea, practice, or object that is perceived as new by an individual or other unit of adoption. It matters little, so far as human behavior is concerned, whether or not an idea is "objectively" new as measured by the lapse of time since its first use or discovery. The perceived newness of the idea for the individual determines his or her reaction to it. If the idea seems new to the individual, it is an innovation.

Educational innovation is a new change, and qualitatively different from matter (which existed before), as well as deliberate efforts are made to improve the ability to achieve certain goals in education. From the description, it can be argued that the definition of innovation in the field of education is an attempt to make changes in order to obtain better terms yng in education

Slow rapid acceptance of innovations by the public is influenced by the characteristics of the innovation itself. For example the dissemination of the use of calculators and "blue jean", within 1 to 5 years are evenly distributed throughout the United States, while the use of a safety rope for motorists new spread evenly after take decades.

Zatman, Duncan, and Holbek suggested that how quickly the acceptance of innovation is influenced by its own attributes. An innovation can be a combination of various attributes.

Similarly, a wide range of attributes of innovation that can affect the fast or slow acceptance of an innovation. By understanding these attributes educators can analyze the educational innovations that are disseminated, so it can use the results of its analysis to help speed up the admissions process innovation.

Diffusion of innovation is a process of communication between citizens (members of the social system), by using a particular channel. With the communication, there will be common ground between citizens of innovation.

Dissemination is the process of spreading the innovation planned, directed, and managed. So that diffusion occurs spontaneously, then dissemination to the planning

The process of educational innovation is a series of activities undertaken by individuals or organizations, began to become more aware about their innovations to implement (implementation) of educational innovation. The word implies that the process of the activity carried out by eating certain time and every time there is a change.

In studying the innovation process experts tried to identify what activities by individuals during the process as well as what changes occur in the innovation process, then the result is found phasing innovation process as follows:

Some models of oriented Innovation Process Individually, among others

a. Lavidge & Steiner
realize
Knowing
Like
Choose
Trust
Buy
b. Colley
not yet realized
realize

Understand
Trust
Take action
c. Rogers
realize
take an interest in
Rate
Try
Receiving (Adoption)
2. Theory of Islamic Boarding School

Boarding a traditional Islamic educational institutions whose activities are to learn, understand, explore, appreciate and practice the teachings of Islam with an emphasis on the importance of religious morals to guide everyday behavior. Traditional sense here indicates that this institution has been established since hundreds of years ago. Historical records indicate that the first boarding school founded by Sheikh Maulana Malik Ibrahim in the year 1399 AD to spread Islam in Java.

The term comes from the notion cottage dormitories the students called hut or shelter made of bamboo or derived from the Arabic fundug, which means the hotel or hostel. While the word is derived from the boarding school students , with the prefix and suffix PE's which means the place of the students. Meanwhile, according to Nurcholish Madjid there are two opinions about the meaning of the word "students" is. First, it has been suggested beradal of the word 'Shastri', a Sanskrit word meaning literate. Second, the notion that the word is derived from the Javanese word "apprentice" means a person who always follow a master teacher wherever it goes live. The name "schools" are often associated with the word "students" which is similar to Indian languages the term "Shastri" meaning people who know the sacred books of Hinduism or specialist about the scriptures.

As the oldest Islamic institution, in addition kijaji authority to make models according to his wishes, boarding until now has evolved with different variations, making it difficult to generalize. Various schools in many variations and the typology now has grown rapidly.

Variations pesantren it can be viewed from various angles so as to produce a detailed categorization. (1) In terms of a series of curriculum, schools are divided into three types, there is a modern boarding schools, boarding schools tahassus and boarding mixture; (2) In terms of progress based on the payload curriculum, schools are also divided into three kinds, there is the simplest boarding schools, boarding schools were, and the most advanced schools; (3) In terms of the number of students and its influence, schools are divided into three types, there are small schools, middle schools, and large boarding; (4) In terms of specifications science, schools are divided into four kinds, there are boarding tools, fiqh schools, boarding schools qira'ah, and pesantren Sufism; (5) In terms of types of students, schools are divided into four kinds, there are special schools for children under five, the elderly special boarding schools and boarding school students, there are public schools; (6) In terms of trends in social and religious organizations exist, there are boarding NU, Muhammadiyah schools, pesantren Persis, boarding neutral, and so forth, and al-Yaqin Gontor including neutral boarding it; (7) In terms of the education system that was developed three kinds; (8) In light of the elements there are five kinds of schools; (9) In terms of institutions associated with teaching system into five categories; and (10) Viewed in terms of its openness to the changes taking place there and Khalafi Salafi pesantren. According Sulton and Khusnuridho, seen from the form of education, schools are divided into 4, 1) pesantren which organizes formal education by implementing the national curriculum, 2) boarding schools that organize religious education in the form of madrasas and teaching general sciences, though not applying the national curriculum, 3) schools which only teach religious sciences in the form of madrasah diniyah, 4) schools are just becoming a recitation.

When viewed from the elements of boarding schools, boarding schools are divided into five patterns or types. The first type is simple, which is composed of a mosque and the house of Kiai. Kiai use mosques or her home as a place to teach. In this boarding school, students who come only students around the pesantren itself, and the average did not stay. The second type, which consists of a mosque pesantren, Kiai houses and dormitories. Pesantren this second type gives his students a chance to stay. The third type, consisting of a mosque, home Kiai, cottage with wetonan and sorogan system. The third type of boarding school hosted a formal education in classical form. The fourth type, in addition to the boarding school has a physical component such as a third type, also has a place for education skills such as crafts, workshops, fields, fields, and so on. Fifth type, boarding a modern boarding school or pesantren development. Additional building include: a library, a common kitchen, dining room, administrative offices, stores, houses guest accommodation, space operations, and so on..

Salafi pesantren and Khalafi term first popularized by Zamakhsyari Dhofier. Once, Salafi pesantren which retains the teaching of classical Islamic books as the core of education in schools.

Madrasah system is applied to facilitate sorogan system used in teaching institutions without introducing the teaching of the old forms of common knowledge. Still quite a large number of schools that follow this pattern, namely Lirboyo and Ploso pesantren in Kediri, Maslahul Huda pesantren in Pati, and boarding Termas in Pacitan. Second, schools Khalafi have included general subjects in madrassas developed, or open type of public schools in a boarding school environment. Gontor boarding schools do not teach anymore books Classical Islam. Islamic boarding schools are great, as Tebuireng and Rejoso in Jombang, has opened junior high, high school and university, and while retaining the teaching of classical Islamic books.

Distinction of Salafi pesantren and Khalafi can make it easier to understand variations in boarding schools, but they create new problems. Because there are schools who call modern (Khalafi) as Gontor turns preached the Bidayat al-Mujtahid, a book of Fiqh Muqarani (comparative Fiqh) were written Ibn Rushd (1126-1198 AD), meanwhile, occurred classical period 650-1250 AD In other events, there are schools that call themselves salafiyah, but used to teach Pancasila Moral Education (PMP) and English as pesantren Langitan Tuban, and teaches the science of administration, such as boarding Lirboyo Kediri.

In recent developments, the pesantren education system has undergone a process of convergence and at least can be classified into five types, namely: (1) schools which organize formal education by implementing the national curriculum, both of which only have a religious school at the same time public schools; (2) boarding schools that provide education in the form of madrasas and religious teaching general sciences while not applying the national curriculum; (3) schools which only teach religious sciences in the form of madrasah diniyyah; (4) schools which only became a recitation (majlis taklim); (5) schools.

Discussion
Challenges in Islamic Boarding School
Based on research, it can be stated that the challenges of the boarding school Sidogiri can be expressed in the following picture:
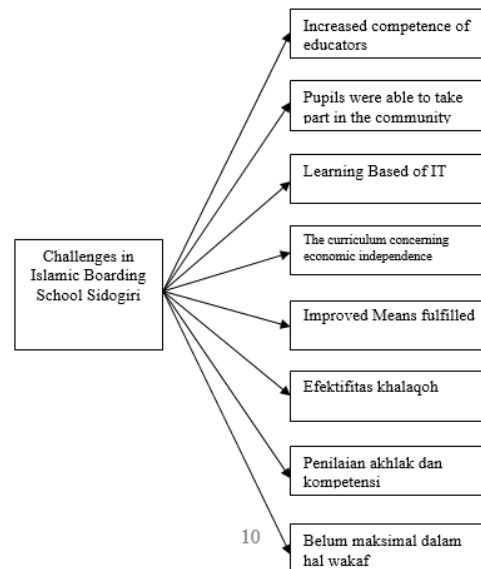
This is in accordance with aspects of the educational innovations include issues demanding this innovation is
1. The development of science and technology
The development of science no doubt lead to advances in technology that affect the social life, economics, politics, education and culture. with the development of modern science requires the basics of solid education and procurement capabilities constantly.
2. Population growth
Fairly rapid population growth adds to their renewal well as the increasing desire of communities to mendapoatkan qualitative education which requires the availability of an adequate education.
3. Increased interest communities to take to obtain a better education
The emergence of educational innovation berkaiatan closely with their various danpersoalan challenges facing education today. One of them is the progress of science and technology. With the advancement of science and technology is affecting people's aspirations. In general, they longed for a better education. Whereas the one hand it was very limited opportunities to become involved in the competence or a very tight competition.
4. The decline in the quality of education
Quality education is perceived diminishing and has not been able to keep up with technology. This requires a number of changes. If it's not obvious would be fatal and would continue to lag.
5. Lack of relevance between education and the needs of the people who are building
In the era of modern society requires educational institutions benasr really able to be expected, especially ready-made and comes with the necessary skills in development.

6. Not to the blossoming of an effective organizational tool and not the growth of lush atmosphere in the community to make changes demanded by the present situation and future.

Such fact because they lack the knowledge and insight of people to establish itself in progress.

There are several challenges faced by the majority of schools in the innovation development, namely:

1. Image pesantren as an educational institution that is traditional, not modern, informal, and even teropinikan as an institution that created terrorism, has influenced the mindset of people to leave the boarding school world. It is a challenge that must be answered as soon as possible by the pesantren world today.

2. Infrastructures supporting looks still inadequate. Not only in terms of building infrastructure that must be in the fix, but there are also still lack the cottage room (dorm) as in their home students. During this time, the life of the boarding school full of simplicity and kebersahajaannya seemed still require a high level of awareness in implementing lifestyle clean and healthy driven by the arrangement and the provision of facilities and infrastructure are appropriate and adequate.

3. Human Resources. Although the human resources in the field of religion can not be a doubt, but in order to improve the existence and role of the boarding school in the areas of social life, required serious attention. Provision and improvement of human resources in the field of institutional management, as well as areas related to social life, must be considered boarding.

4. Accessibility and networking. Increased access and networking is one requirement for the development of pesantren. Mastery of access and networking world still looks weak schools, particularly boarding schools that are in remote areas and small. Inequality between big schools and small schools so clearly visible.

5. Institutional management. Management is an important element in the management of schools. At this time it appears that the boarding school still managed traditionally especially in the mastery of information and technology is still not optimal. This can be seen in the documentation process (data base) students and alumni of the boarding school which is still less structured.

6. Institutional economic independence. The financial needs has always been difficulties in implementing the activities of schools, both with regard to the development needs of schools and boarding schools in the process of everyday activities. Not least, the process of development in the long run boarding schools that are just waiting for donations from outsiders, even to do fundraising on the roadside.

Life skills-oriented curriculum students and the community. Pesantren still concentrating on improving the knowledge and experience of religious students and the community. When looking at the challenges ahead are getting heavier, increasing the capacity of the students and the community is not only sufficient in the field of religion alone, but must be supported by capabilities that are expertise.

2. Procces of Educational Innovation in Islamic Boarding School

In Sidogiri, value investment preaching and worship, which is the economic driving in pesantren do with uswah with inkulnasi approach. Then at the level of the establishment of an independent soul in terms of economy and capable of carrying out economic activities can be done with full awareness by pelakonan pattern and the pattern of the demonstration. However, in the boarding school also occur disciplinary process as disclosed by Saifullah Naji, "although here the director was chaplain and the employees are students, but we were orderly in organizing the meeting and go to work. 08.00 we are always ready in place to work. "

In addition, to realize the innovation, the application of the values of intangibles is done with five stages, namely: forced, forced, can not, then the usual and ultimately into the culture. So in essence forcing the first step in mobilizing the values of intangibles in order to become the driving force of educational innovation.

Strategies for innovation education in schools can be done through: (1) power strategy, namely the acculturation strategies by using power or through the people's power, in this case the role of clerics in all its power is dominant in making changes; (2) persuasive strategy, which is run through the formation of opinions and views of their community or schools; (3) normative re-educative. Norma is the applicable rules at the school. Norma termasyarakatkan norms through education coupled with re-education to instill and replace the paradigm of society old institution with a new one.

In the first strategy was developed through the approach of the commands and prohibitions, or reward and punishment. While in the second and third strategies were developed through habituation, exemplary, and persuasive approach or invite to its students in subtle ways, by giving good reasons and prospects that could convince them. The nature of their activities can be in the form of positive action and positive reaction. Can also be proaksi, which makes the action on its own

initiative, the type and direction determined itself, but reading the advent of actions that can contribute to color and direction of the development. Can also be the antipasti, ie, active measures to create conditions ideal in order to achieve the purpose ideally.

In Tebuireng, historically Kyai Wahid Hasyim who make changes and innovation to develop the boarding school, but also maintain the tradition. Kyai Wahid enter general sciences curriculum Nidhomiyah, and it was evident that the madrasah graduates Nidhomiyah more acceptable to the public. The innovations made include pioneering entrepreneurs, construction quality assurance, to improve the tomb as a center of pilgrimage, the waqf management, and pioneering public schools as formal educational institutions. Planting boarding Tebuireng two or called the trend of science was also a boarding school Tebuireng innovation in improving its existence.

Model boarding alternatives should be built on the philosophical foundations of basic concepts, philosophy and theory of strong education, through the formulation of assumptions solid foundation and clear about education, humans, and the nature of the case, the potential default, life purpose and mission in this world both as individuals and as members of society based on theological beliefs in the spirit laailaha terformula illa Allah in order and to reach the life of the world and the hereafter hasanah hasanah.

Thus, the modernization of schools, as lang¬kah early, to go through the formulation of the basic concepts of Islam pendi¬dikan philosophy which developed the principles on which to base their implementation in the context of the environment (socio-cultural) masyara¬kat Islam, so that the modernization of schools will have a runway a solid education with which the direction, intention and purpose is clear and definite. Welcome in the last world on the one hand but also not stutter face the progress of science and technology on the other.

In response to the various problems and constraints faced by schools as above, write submit ideas to further optimize the role and functions of the school and the seriousness of the Ministry of Religious Affairs in this field of the boarding school to be more pro-active in various efforts of concrete measurable and truly touches the needs of schools ,

Ministry of Education and Culture in this case also should not turn a blind eye, given boarding is one of the pillars of Indonesian education whose role and functions have been proven in and build the mental character of the

nation since the pre-independence until today, the education budget in the Ministry of Education that 20% of the state budget should mostly be channeled through the pesantren.

It can be formulated boarding anticipatory models to the needs and changing times, with innovative and transformative internalization through the following five steps, in concrete terms the authors propose the following proposals

a. Optimizing the function and role of the organization as a uni-systemic schools, ranging from the local to the national level through various activities that lead to an increase in the organization's resources, collective leadership, and excellent service and total quality management.

b. Formulate curriculum integral boarding universal non dikotomikdengan incorporate science and technology and the implementation of the science curriculum yellow book by implanting ghirah (spirit) to perform research activities and strengthening the methodology of scientific thinking in schools.

c. Stress on strengthening and mastery of foreign languages in addition to Arabic / English

d. Maintain the tradition and identity (character pesantren) through exemplary education, that there has to adopt new values that do not conflict with the basic values of pesantren.

e. Tingatkan infrastructure and the development of schools through the state budget at least from the education budget allocation of 20%, to renovate the physical buildings, equipment students learning facilities, computerization, laboratory and library schools..

In general, boarding schools has proven to have a very significant role, Principle pesantren is al muhafadzah 'ala al qadim al Salih, wa al akhdzu bi al jadid al ashlah, which retain the tradition of positive, and compensate by taking the new things that more positive. Issues interlocking with the civic values will be addressed through the principles that are held during the boarding and of course with an overhaul of effective, efficient, and able to provide equality as human beings (al Musawah bain al nas).

To oversee the pace of innovation boarding school conducted constant supervision and intensive. In addition, for the formal educational institutions, both schools and madrasah, opted ISO quality assurance. In addition, the boarding school is always a spirit Tebuireng make a change in the spirit of modernization, but still keep the tradition of boarding school as an organizational culture that is typical. Innovation is looking for ways to awaken the Muslims in their knowledge. Pesantren include entrepreneurial development, as well as formal educational institutions. SMK technology based on the new findings also initiated and conceived. The

first innovation strategy is to invite other people to do what I initiated and what I do.

The process of educational innovation is a series of activities undertaken by individuals or organizations, began to become more aware about their innovations to implement (implementation) of educational innovation. The word implies that the process of the activity carried out by eating certain time and every time there is a change.

In studying the innovation process experts tried to identify what activities by individuals during the process as well as what changes occur in the innovation process. The process of innovation undertaken by clerics in the context of innovation in boarding school in accordance with the model process-oriented innovation Individual, namely: : Lavidge & Steiner, among others:

> realize
> Knowing
> Like
> Choose
> Trust
> Buy

Non-formal educational institutions like boarding school is a subsystem of the social system. If there is a change in the social system, the non-formal education institutions will also change the result will affect the social system. Therefore an educational institution has a double burden that preserve traditional cultural values and also prepare the younger generation to be able to prepare themselves to face the challenges of advancement of age.

There are three time changes that should be selected by the organization in extending its viability. First; Evolutionary changes made when the organization is still in the upward trend until heyday. Changes in this period is referred to as the real transformation does not require enormous energy, because the performance of the organization is still in good condition. At this time all the components of the organization is still able to perform his best, eksternalpun confidence is still high, so the new ideas still easier to be internalized. But at the practical level during the change process even this is not always easy to implement. Because many people feel enjoy with a pre-existing condition even attempt to maintain state (status quo). In this condition a change leader must be able to explain the reasons for the importance of the changes that will be made.

Second; Changes made during the performance of or recycle the organization has decreased. If the first time, the need for change is within the level of "should", then the second condition is the need for changes to be higher

again "should". Changes that occur at this time is called turnaround. The position of the organization at this level is a critical period which requires seleuruh elements of the organization to make changes. If not then the graph of a cyclical downturn (decline) will go on, even the organization will be able to reach the point of death.

Third; Time changes made by the organization when its position was bankrupt and moribund. Changes made at this time is the most change weight and get in on crisis management. The organization's internal condition is not conducive to carry out organizational tasks. Trust each element of both internal and external organizations has reached its nadir, so that the programs improvement plan drafted changes will be very difficult to be implemented. In these conditions it takes an agent of change that is really powerful that a leader (changes) that has a vision (vioner), committed, realistic, brave and have good ethics.

Good change is the change that occurs through the stages. First of all the encouragement from within (internal drive), then there is a push from outside (external drive). For change management need to know their stage of change. Stages of change management there are four, namely:

Phase 1, which is the identification phase change, hopefully someone can know what changes will be done / happened. In this stage a person or group can recognize the changing needs and identify the type of change. Phase 2 is the change in the planning stages. At this stage should be analyzed on a situational diagnostic techniques, the selection of a common strategy, and selection. In this process needs to be considered their supporting factors so that change can take place properly. Phase 3 is the implementation phase of change which occurs the process of melting, and freezing the expected changes. If a change is happening may arise a problem. It is necessary for monitoring changes. Stage 4 is the stage of evaluation and feedback. Evaluaasi required to perform the data, therefore, at this stage of data collection and evaluation of data. The results of this evaluation can feedback to the first stage so as to give effect to the desired changes next.

No organizational changes are evolutionary and revolutionary unisex. The changes are evolutionary change that occurred gradually, step by step, and focused on a particular issue. The main instrument of this change include sosioteknis systems theory, total quality management and team development work nevertheless flexible workers. While the changes are revolutionary change that occurs suddenly, dramatically and the focus area.

The main instrument of this change that setting back the plan, innovation, and restructuring.

Calculasion

From the above discussion, we can conclude the following matters:

There are many educational innovations made by both the boarding school. In essence, the innovation starts from the view that human resource development is something that is absolutely necessary to maintain the existence of the boarding school. Usefulness of students in the middle of the community is one of the hopes of the boarding school. The views entrepreneurial skills of students made the difference between boarding one another.

The innovation process begins from the internalization of the values of intangibles to the students and the chaplain conducted himself with modeling and using inculnation approach. While the implementation of the values of intangibles to establish a culture in schools is done with pelakonan patterns and demonstration accompanied by discipline. The strategy can be a power strategy, persuasive and normative re-educative strategy. Thus, it can be formulated boarding anticipatory models to the needs and changing times, with innovative and transformative internalization.

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INTEGRATING PREZI BASED APPROACH IN ACCESSING INTERPERSONAL COMMUNICATION COURSE MATERIALS: A CASE STUDY OF STUDENTS' PERCEPTION

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ABSTRACT

This study aimed at revealing students' perception toward the integration of Prezi based approach in accessing the course materials of Interpersonal Communication. The study investigated how the students expected the implementation of this approach in the long run use: for self-regulated and for lectures. The population of this study was the students of Business English Study Program at State University of Makassar who have taken the course of Interpersonal Communication and diverse from years of intake. The researcher used purposive sampling technique and employed the instrument called Perceptions toward Learning Assisted Information Technology modified from the Survey of Students' Attitudes toward Information Technology Questionnaire by Lachheb, 2013. In regards with students' responds toward Prezi based approach of Interpersonal Communication course materials, the results of the research provide highly encourging power and learning assistance. Moreover, the study also revealed that the students of Business English have a positive expectation to the implementation of Prezi to be used for reviewing and presenting the course materials of Interpersonal Communication.

Keywords: perception, integration, Interpersonal Communication, course materials, Prezi

In recent years, multitude studies showed that teachers and learners around the globe have been employing a variety of electronic media to access the learning resources (Gray, Thomas, & Lewis, 2010; Ahmad, 2012; Ketsman, 2012). With this trend continuously escalated, this study presents to discuss how a particular strategy of integrating technology based-learning affect students' needs for learning and to figure out what are the distinctive responses elicited from its implementation.

Evidence suggested that the use of technology as a means of learning resources bring a lot of advantages to learners such as having power to motivate and entertain them from the devices that they utilise (Ahmad, 2012). In the context of langue learning, Salvia (2000) stated that recent developments in technology have brought about the possibility of providing learners with a rich of language learning resources (p.1). Moreover, the educational body of Indonesia also seems to consciously notice the demand of equipping technology to mediate learners in accessing the learning resources easily. Through the Higher Education Long Term Strategy Directorate of General Higher Education Ministry of National Education Republic of Indonesia 2003-2010 (KPPTJP DIKTI 2003-2010) declared that:

"Higher education should be prepared to cope with such challenges by providing more flexible modes in accessing knowledge to employed students, i.e. distance learning, short courses, modular curriculum, and other means of allowing workers to access knowledge without losing their employment." (p. 8)

In this regard, then it is true to say that the compliance of learning resources are expected to acclimatise their operation with the state-of-the-art devices, hence their present cannot be restricted by place and time.

Suprisingly though, nowadays variety of multimedia is viable and its approach already encouraged by the government, yet its utilisation has not been unfettered from disagreement. As Çelik & Aytın (2014) implied that according to some educational researchers (Chen, Belkada, & Okamoto, 2004; De la Fuente, 2003; Karamustafaoğlu, Köse, & Bilen, 2003; Kawaguchi & Di Biase, 2009; Kessler & Bikowski, 2010; Levy, 2009) the materials for language learners are still governed in a minor exposure to the digital tools. While based on Meidasari (2012) the effort to use media is frequently avoided by teachers of English in Indonesia in relation to privileging teacher knowledge over young people's own experience. As a result, even if some teaching and learning process employ any particular digital application in the class, such as audio-visual or presentation software, yet it is still accepted to not exploit fully the tools as its role to be the learning resources for the students. Interestingly, a prior observation conducted by writer to the Business English students of State University of Makassar regarding to the integration of Power Point for lectures, including Interpersonal Communication

lessons, revealed that the students experienced less self-driving to revise their lessons from monotonous slides, less eye-catching typography, the overlap text, and lack of illustrated pictures, videos, and clip arts on the slides. Eventually the course materials which provided on the slides are not highly likely attract the students to use the media as a means of reviewing the lesson after the class. Whereas the ideal value to the development, use and integration of technology in education and professional development should properly induce autonomy on the part of the learners (Seidi, Dastnaee, & Hedayati: 2014). Thus, those findings then tell us that in various cases, the expected benefits of multimedia have not been attained. Those also address a question to us: if today there is an excessive number of digital software exists, then how the employment of Information Communication Technology (ICT) can sustain the needs of learners in accessing Interpersonal Communication learning resources?

Despite the findings, the study related to the perception of learners toward the integration of ICT in accessing the course materials of lectures has been conducted by some researches. Shrivastava (2015) found that the learning system today developed by a lot of scope of discussion which needs to prompt by multimedia in the classrooms since these are classified as effective ways to make the process of learning for the students a pleasant and encouraging experience. Similarly a case study by Lachheb (2013) discovered that IT integration at the university under the scope of English major have a great place in Tunisian advanced education for its excessive benefit to students such as a great effect on their motivation and interest to learn. Another study by Binnur (2009) found that using technology increased students' motivation. Students' responds have shown that there were a great relation between language-learning motivational factors and using technology.

However, there seems to be contrast findings related to the high demand of ICT integration to access the course materials and the experience of Business English students using multimedia as learning resources which it indicates that learners remain unsatisfied to utilise the current employed presentation software as a means of reviewing their lesson after the class. For that reason, it prompts the writer to conduct a study regarding to the use of technology based learning to ellicit responds and perception of the students in accessing the course materials by employing multimedia software called Prezi.

Prezi

Prezi is a cloud-based presentation software (PS) and storytelling tool for presenting ideas on a virtual canvas. The cloud based features allow user to save the file in the online storage. As the software runs in a zooming user interface (ZUI), users of this software are able to zoom in and out within the canvas of their presentation, as well as enable users to display and navigate the content on the path within a 2.5D or parallax 3D space on the Z-axis. (Prezi - Wikipedia, the free encyclopedia)

Prezi (the Hungarian word to shorten the word presentation) was officially established in 2009 by co-founders Adam, Peter Halacsy and Peter Arvai. Prezi (or Prezi.com) was created by the support of Kitchen Budapest and Magyar Telekom in 2008 in order to build an innovative tool of presentation beyond the flat slide based presentations. (Prezi - Wikipedia, the free encyclopedia)

Prezi enables users to connect and interact more to the Project due to its feature to be able to use through different platforms such as Microsoft Windows, Linux, Ubuntu, Android, etc. which make it available in multi-electronic devices through a user account. Besides, it was also developed to accommodate the needs of various communities such as business and conferences, information and visualisation, and education.

Uses of Prezi
Business and Conference

According to prezi.com it was estimated that there are 50 million people use Prezi. Users around the globe come with different needs and goals in utilising Prezi. In the field of business and conferences, some users are coming from the World Economic Forum. The good example for this is the use of Prezi in TED Conference such as TED curator Chris Anderson, who used a Prezi for his TEDGlobal 2010 presentation: How Web Video Powers Global Innovation. As he used this application, he has been testified on how Prezi materials affect the audiences' engagement to the presentation.

"Prezi is helping to reinvent the art of presentation"

(Prezi - Wikipedia, the free encyclopedia)

Other user, Robert Duffner, the Director of Mobile Strategy at Salesforce and stated how his customers found their satisfaction with the information about the products:

"With Prezi, our customers are 28% more satisfied with content and delivery"

(Prezi - Presentation software)

While for Craig Pepin-Donat, the Executive Vice President at Crunch Franchise testified that

"Switching to Prezi yielded a 30% increase in our franchise closing ratio overnight"

(Prezi - Presentation software)

These found obviously inform us that the use of Prezi to disseminate the business and conferences materials were able to positively affect the users' responds. However, we still question is how the effect of this application for other fields and levels does?

Information Visualisation

Besides Prezi possess the role to be a flipchart, it is also used to spread the visual information. In July 2011, The Guardian employed Prezi to publish a new world map graphic on their website, for an article about the newly independent South Sudan. This indicates that Prezi as the recent generation of presentation software is not limited to be a flat slideshow which only be able to present the textual information on the slide, yet it is able to bring the audience through a journey in a virtual story tell canvas. This found may value as the reference on how Prezi based approach materials are related to the users' perceptions which then induce the researcher to investigate on how the potential engagement of this application to the educational level.

Education

In educational institution, Prezi has been used for class presentation in different types and levels of education ranging from primary to higher education. Some educators have testified that Prezi is underpinning learners to study vigorously for its power to attract learners' attention through the architectural design of a 2D and 3D presentation show. In this occasion, Courtney Connelly, a 7th grade teacher at Montera Middle School stated:

"Students have so much experience with technology already, that I feel like it's time our classrooms caught up with them. They want to feel empowered – and Prezi allows for that. At the end of every school day, you can share your presentations online, and students can go home and walk themselves through it at their own pace. At the same time, students can become experts on a topic, build a beautiful presentation, and then guide that presentation for other students. As a teacher, you can feel their enthusiasm when you give them the tools that allow them to do that."

(Prezi-Presentation software)

In fact, the fruitful of Prezi in the class seems that has permeated most educational institution. In the training institution, the stakeholders likely identify Prezi as a supported electronic media to improve the quality of training. As Maria Marquis from Customer Education Lead at Box address her words:

"Presenting online with Prezi is crucial to the success of our trainings"

(Prezi - Presentation software)

These findings then propounded the fundamental aspect and base theory to carry the study on how the implementation of Prezi can affect the responds of the learners toward the course materials.

Perception

There are various definitions that are provided to the meaning and definition of perception. According to Bodenhausen and Hugenberg (2009, 2) perception is essentially the interface between the outer and inner worlds. Social targets and the contextual stimuli of the outer environment create signals (visual, auditory, etc.) that can be sensed, and the perceiver receives these signals and converts them into psychologically meaningful representations that define our inner experience of the world.

Perception on the other hand, according to Rankin (2016) described as sensory impressions arise as a result of the interaction between stimuli in our environment and our sensory organs. The other view about perception bring by Matthen (2005) argued that perception is for action of two kinds. First, it is for the guidance of the body as it interacts with other material objects. Second, it is for finding out about things in the world, for building up a record of the characteristics of such objects, and forming expectations concerning how they will behave in the future. The main thesis to be advanced builds the content of perception on what it tells us about how objects should be treated with respect to these goals. Therefore, perception can be assumed as the process when people express their sense and experience or when the people organise their interpretation to produce a meaningful experience.

Students' Perception

In today's teaching trend, engaging teaching strategies are as a crucial aspect to be fulfilled. For decades, many related literature has been disseminated as the effort to keep abreast the times of the teaching strategies. While the effectiveness of certain approaches provided for valuable learning nuance to learners are mostly value by teachers (Tucker & Stronge, 2005). In fact, the successful of learning approaches in teaching should not alone be measured by eliciting teachers' opinions and responses about their implementation and effectiveness. It is also necessary for educators to consider and value to what extent students believe about the effectiveness of certain strategies, as students' own perceptions and experiencing the treatment given by their teachers, then in this occasion, it is true to say that they (learners) are the true purposes of undertaking various teaching approaches. As Kassing (2011, p.31) stated that

learner' voices should not be abandoned, since teachers probably not realise the students' respond:

When teachers say that a student is motivated, they are not usually concerning themselves with the students' reason for studying, but are observing that the student does study, or at least engage in teacher-desired behaviour in the classroom and possibly outside it. (Crookes & Schmidt, 1991, p.480)

Thus, effective strategies should be developed with a reasonable consensus for both hands. A journey to gain solid knowledge may obtain by engaging the teaching targets to the valuable learning milieu.

The Superiority of Learning Materials with Multimedia Software

The benefit of employing electronic media in teaching and learning comes to its multi-sensory power where it is stimulating many senses of the audience. Electronic media also enable the class to be more interactive, to control the content, and to flow of information by users (Rao, 2014). For years, there are many presentation software that have been used to serve different types and purpose of teaching and learning activities.

Prezi today appear to be one of the prominent presentation software which used in different types of needs and purposes. The various activities for presentations trust this software to enable its users in delving deeply to the materials as they able to access more the content through some integrated multimedia and links that embedded on the canvas.

In the field of education itself Prezi has been used to support the presentation of distinctive materials for multiple levels of learners in the class. For that matter, Prezi at the present moment likely adjust its role to be available to employ outside the limit of the slides based app.

As Ruthmann (2013), an educator who teach Music and develop his presentation through Prezi stated:

I've been using Prezi.com for [a] while now as the main platform for the presentations I give at workshops and conferences. To me, Prezi is a great non-linear space for organizing media-rich materials. For example, I have a "master" Prezi that contains many of the New Media Musicianship exemplars that I've curated over the past few years. When preparing a new Prezi, I simply copy the materials I need from that Prezi into a new Prezi. Once that's together, it's easy to move things around, add new slide spaces and then

realize a path through those materials for the presentation.

Furthermore, after for years had been employed Prezi in serving his class he testified that Prezi is extensively utilised from presenting the course materials also as a means of developing his course guide:

Last year when I was on sabbatical in Australia, I used prezi as a means for organizing my course syllabus for the graduate music curriculum and philosophy course I taught for Steve Dillon at Queensland University of Technology. I found Prezi to be perfect for this process. I could easily embed YouTube videos and links to web-based materials. I could organize course materials over time and even in 3D through zooming into content to "go deeper" into supplemental materials. I was also able to update the course and integrate student comments, wordles[s] of reflections, and links to student-created materials. More importantly, it was a one-stop-shop for students in the course as a landing page.

Although the use of Prezi has been perceived as a flexible software which can be used collaboratively by teachers and students on class presentation, then it is important to inquiry on how the feedback of learners toward the implementation of Prezi based approach in course materials; will be the result remain prevail? Are Indonesian learners, particularly the students of Business English will responds the same way?

Therefore, the purpose of this study is to apply the same approach in the context of Business English students at State University of Makassar which employed Prezi as the tools of accessing the Interpersonal Communication course materials.

Research Methodology
Research Design

This study incorporate an online survey. It surveys the response of Business English students; English Department of State University of Makassar toward the materials which integrated through Prezi based approach. Therefore, this research classified under descriptive quantitative research. The analysis of the responses questionnaire conducted through the use of Survey Monkey program.

Population and Sample

The population of this study is the Business English students at State University of Makassar which is employed purposive sampling technique means that there is a certain purpose to choose sample of the study. The determinant to choose the sample lies on the consideration of the students availability to access the material using PC, tab, or smartphone, etc. as well as their availability to

access the given link which directed them to the Monkey Survey, and finally sample must be a fourth semester or any Business English students at State University of Makassar who have learnt the Interpersonal Communication subject. This standard is given in order to simplify the process of collecting data and to meet with the merit of the Business English Study Program syllabi which serve the Interpersonal Communication subject at the second year (the fourth semester) of academic period. Therefore, the sample of this study has been chosen to the students from different years of intake which used to generalise the responds of the students.

Research Instrument

To elicit the data regarding the students' perception toward Prezi based approach of Interpersonal Communication course materials, the researcher conducted the initial stage by distributing the five chapters of Prezi based materials through soft file (Prezi.pez) and via website link:

1. https://prezi.com/vrqfnbytoxuy/

Topic: Communicating effectively: the skills approach

2. https://prezi.com/qhzvos1s3h0z/

Topic: A conceptual model of skilled interpersonal communication

3. https://prezi.com/g4ggttfsykv-m/

Topic: Communicating without words: skilled nonverbal behaviour

4. https://prezi.com/jnoc1axavo5t/

Topic: Rewarding others: the skill of reinforcing

5. https://prezi.com/mldthtatlwl-/

Topic: Finding out about others: the skill of questioning

The writer then used the instrument of online questionnaire through online survey called Perceptions toward Learning Assisted Information Technology modified from the Survey of Students' Attitudes toward Information Technology Questionnaire by Lachheb, 2013. The survey consists of seven main sections: 1 to 7, where section 1 to 2 is requested the personal information of the respondent. However, the content of section 3 to 7 are the questionnaire of this research. The questionnaire are rated on the five-point Likert scale (1= strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree). In section 4, two items are used to rate the degree of the difficulties of two different topics regarding to the Prezi based approach course materials. The questionnaire are rated on the five-point degree scale (-2 = difficult, -1 = somewhat difficult, 0 = medium, 1 = somewhat

easy, 2 = easy). Section 5 and 6 are utilised to identify the students' response towards the experience of using Prezi based approach course materials. Both section 5 and 6 are provided five items for each. In these sections, the students are required to specify their responses by choosing any of the five alternatives provided, 1 = never, 2 = rarely, 3 = about half the time, 4 = almost always, and 5 = always.

6.4. Procedure of Collecting Data

In collecting data the researcher relied on the following procedures:

1. The researcher distributes the questionnaire on the consideration of how the survey reached the respondents. Since the survey was an online survey, then the researcher provided the survey collector (hereafter called Collector Types) through Web Link, Email, Line, and BBM.

2. The multiple Collector Types collected and recorded the survey responses from respondents under the Collect Responses tab in the researcher's account.

Findings and Discussion

The participants were 26 Business English (BE) students whose years of intake ranged from 2006 to 2012 (M = 2010, SD = 30,616). There were 9 males (34.61%) and 17 females (65.38%) who participated. All participants already studied in Interpersonal Communication courses.

7.1. Responses toward Prezi Based Approach Course Materials of Interpersonal Communication

a. The Encouragement Power of Prezi based Approach Materials

The following table outlines 8 questioned items (Item A) using Likert-scale and 1 questioned item (Item B) using Semantic differential-scale both in 5 level of agreement based on the students' responses toward the encouragement power of Prezi based approach course materials of Interpersonal Communication.

Discussion

Responses toward Prezi Based Approach Course Materials of Interpersonal Communication

The Encouragement Power of Prezi based Approach Materials

The overall result of the questionnaire reveals that the encouragement power of Prezi based approach course materials of Interpersonal Communication are significantly high. The result of the study indicates that the majority of the respondents felt highly encouraging (76.92%) instead of getting distracted towards Prezi based approach of Interpersonal Communication course materials which showed that most of them agreed that the materials possess low level of distraction

(65.38% response so). The result also placed the encouraging power of Prezi materials as the highest responds from the respondents comparing to three other topics of respond items which stated on the questionnaire.

These findings then suggest that the students' responses toward the integration of this strategy were strongly motivating. The motivating power of certain tool to enhanced learning quality was perceived as essential for students. This is similar with the result of the study conducted by Ahmad (2012) where the findings revealed that the integration of media technology in English language teaching has excellent impact to learners. Almost all the students and the teachers on his study (90%) strongly supported to the use of technological devices for teaching English. They were of the view that media technology increase learners' enthusiastic participation and hence turn the whole learning process learners centred and hence exciting.

Therefore, the first answer of the research question about the students' perception towards Prezi based approach of Interpersonal Communication course materials is highly encouraging. This highly encouraging power covers the idea of likeness, excitement, entertaining, easiness, layout-proportioned, suitability, and the properness of Prezi based approach of Interpersonal Communication course materials.

The Learning Assistance of Prezi based Approach Materials

While the results of encouraging power are significantly high, the sense of learning assistance also comes with positive responses from students. Although the study indicates that the learning assistance power of Prezi based approach of Interpersonal Communication course materials were lower than its encouraging power (67.58%), but this finding is still can categorise as very high level of response.

The analysis from table 3 discovered that the highest responses derived from the assistive power of Prezi course materials which bring respondents to be autonomous (18 participants were agreed, 4 strongly agreed) and the features of Prezi materials such pictures, videos, and clip arts which prompted the content (18 participants were agreed, 3 strongly agreed). However, few hindrances also revealed from the data such as the incomprehensible course materials due to the language that difficult to understand (7 students respond agree, 1 strongly agree) and low power of Prezi to assist respondents to understand the course materials

(1 respond difficult). These indications were likely suggested that the employment of Prezi based materials could eventually enthral their users to be independent learners in regards with the users' desire to evolve their insights through distinctive features and resources.

Despite that power, as the result of this study indicates that Prezi materials were perceived to promote autonomy to learners. Similarly, with the research stand by Bruess (2003) on the study of "University ESL Instructors' Perceptions and Use of Computer Technology in Teaching" pointed out that the function of using technology into language teaching is as an aid for teachers, but not as a substitute. The role of using technology in language teaching is as being supplementary and supportive. Thus, technology is a tool to enhance teaching and promote learning. In comparable with Bruess' research, this study was assuming that the devastating learning encouragement pertained by Prezi course materials were not to exchange the role of teachers and their performance in the class by multimedia. It is a teacher or lecturer which manage the tools to be incorporated with the resources and decided to invite learners whether into successful or failure learning experiences.

However, since the results of this study indicate the helpful of Prezi to learn remain higher than its helpless power, then this finding bring sense that Prezi based approach of Interpersonal Communication course materials provided the accomplishment of any learning objectives. The data analyses by Binnur (2009) on the study about "Effect of technology on motivation in EFL classrooms" have also proved that effective EFL activities can be possible by assisted through means of technology. Students' response has showed that there is a great relation between language-learning motivational factors and using technology. In fact, the findings regarding through the integration of Prezi based approach towards Interpersonal Communication course materials, then corroborate the prior related study by Binnur that electronic media possess powerful learning assistance to students.

Therefore, the second answer of the research question about the students' perception towards Prezi based approach of Interpersonal Communication course materials is providing high learning assistance. This high learning assistance of Prezi materials covers the idea of helpful power to learn itself, leading respondent to be an autonomous, finding more learning resources, supportive features for learning, matching with respondents' learning style, the comprehensible course materials, and the helpful power to understand the course materials.

The Accessible Experiences of Prezi based Approach Materials

In spite of the encouragement power and the learning assistance indicated the high level of response as mentioned on previous discussion. The study provides by the accessible experiences toward Prezi based approach of Interpersonal Communication in terms of how students perceived their availability to access the course materials via online hit 39.74% as the highest response collected from always and almost always responses. Although the distribution of the accessible experiences showed lower frequency comparing to the prior issues towards Prezi based approach of Interpersonal Communication course materials, yet this finding is still can accept as positive result since there were 32.05% other students indicated that sometimes they felt accessible using online materials. This finding signalled the suitability of Prezi to be used in accessing the course materials with partial improperness. While the findings followed by the rest participants (28.2%) were rarely felt accessible, even few of them were never experienced accessible to Prezi online course materials. Thus, analysing the data on this category, the results then could be categorised as a medium level of response in terms of the percentage distribution.

There are likely several indications for the regression result on the occasion of students' perception toward the accessible power of Prezi online course materials. As participants of this study used different devices and different areas to access the lesson, some likely felt accessible experiences, but several participants may encounter few unsupportive features during tapping the materials. The data on chart 1 reveals that most students were employed smartphone to access the course materials. The use of smartphone allowed the participants to view Prezi project in smartphone based interface, most notably by Android version, which allow its users to view Prezi in a simple display. However, as Prezi course materials designed to attach some media and features on canvases, then it resulted on large size of files which at the end of the date likely affect how the materials were smoothly accessed. Moreover, the Prezi materials which uploaded to user's account have automatically changed to the cloud based format (online storage) for every time of synchronisation aimed to provide reliable course materials for distance participants (the ones who contacted through internet only). In fact, as common online software, then Prezi online course materials required their viewers on accessing them through stable network, most importantly when viewers were about to watch the videos and YouTube video links. Reliable internet signals and factors such as computer high processor performance or high RAM capacity for both computer and smartphone contributed on the satisfaction accessible experiences. On the contrary, dissatisfaction accessible experiences would be faced when the aforementioned terms not fulfil. Another very basic need is the technological literate. Students' skills and experiences on electronic devices, more specifically, on adding and modifying the content are the prerequisite to get accessible exposure in online media. These are similar with the three standards of effective generic application pointed out by Rodriguez (2013) in language education:

1. Provide access to linguistic and cultural materials. Easier access to learning materials (e.g. using databases, the Internet, etc.)

2. Enhance learner control over materials. Students can modify materials so the input they receive is more manageable (e.g. repeating tasks, revising materials, controlling sound, pace, etc.)

3. Allow students to interact with real people at a distance. Students can engage in real communication in the target language.

In fact, the result of the study suggests the majority participants felt the accessible experiences to the Prezi based approach of Interpersonal Communication course materials followed by the partial responses of sometimes felt accessible showed higher percentage than the participants with low accessible experiences. Therefore, from all of responses and factors affecting them, then the study concluded that the participants' perception towards the accessible experiences of Prezi based approach of Interpersonal Communication online course materials were in positive responses with medium average of accessible power. These positive responses with medium average of accessible power covers the idea regarding to the flexibility of time, location, and devices which used to access the course materials.

The Learning Experiences of Prezi based Approach Materials

The principal goals in conducting this study were viewed on how today the technological assist learning involved in educational sector. Some studies have pointed out that multimedia bring a virtual environment for learning. In research conducted by Shrivastava (2015) media in academics viewed as important because it develops students' creative powers and enable students to develop critical thinking, analysing and reflecting on their experiences while using various means of Media. Another perspective by Nguyen (2008) argued that the Internet technology facilitates

resource retrieval for teaching and learning experiences. It provides authentic and up-to-date teaching and learning materials. However, it needs expert help if they are to realise their potential. Thus, Nguyen then brought the idea of Romiszowski & Mason (2004) that online teachers need to process a variety of novel strategies to incorporate media in their lesson plans.

The gathered data related to the learning experiences of Prezi materials also suggest how Prezi can enhance the learners' motivation and learning experiences in learning Interpersonal Communication. The results of the study indicated that half of total the respondents (50%) were frequently in affirmative responses toward the positive statements on the questionnaire and dramatically reached contrast responses (78.84% response infrequently) toward the negative statements on the questionnaire. Such devastating and versatile learning experiences offered by Prezi then need to be maneuvered in accordance with academic achievements. However, since the study mainly examined the integration of Computer Assisted Language Learning (CALL) with course materials instead of testing content materials, then the learning experiences from the incorporation of Prezi based approach of Interpersonal Communication course materials delimited in terms of the context of the discussion, the assistance to explore deeper to the resources, the motivation to learn the materials, and satisfaction of learning Interpersonal Communication through Prezi. Therefore, the final answer of the gathered data elicited from Business Students' perception toward the learning experiences of Prezi based approach of Interpersonal Communication course materials were frequently experiencing.

The Students' Expectation towards Prezi based Approach Materials

The scale gathered from table 6 reveals that the students' expectation toward Prezi based approach course materials of Interpersonal Communication were highly expected comparing with the used of traditional method (without multimedia) which indicated high contrast of responses. Despite the fact that some respondents have troubled with their convenient in regards with time, place, and devices for accessing the course materials as afore discussed, a different result in this study come out. 73.08% respondents have a positive response towards Prezi based approach of Interpersonal Communication course materials, in this occasion, highly expected the implementation of Prezi. In a further analysis, it

was found that only 9.61% of the students had low expectation towards the use of Prezi course materials, 17.31% had moderate expectation, and as the comparator only 11.54% had assumed that traditional method (without multimedia) were better.

Although the study was conducted in an environment where the participants had a rare chance to experience the stable wireless connection, they still developed positive response and high expectation towards the implementation of both for personal use (53.85% agree, 19.23% strongly agree) and expected for lectures on the classroom (38.46% agree, 34.62% strongly agree). This finding sounds contradictive with what Lachheb (2013) suggested that proper network such as 4G networks in Tunisia are useless since students having no wireless access to the internet at the university campus which the implication will culminate in web access lack. In contrast, the respondents, mostly still study at State University of Makassar, possess positive responses and high expectation toward the implementation of Prezi based approach of Interpersonal Communication course materials. This finding can be explained with several statements where students indicated that they used mostly smartphone to access the course materials. Some network operators nowadays have been providing reliable connection, of course this also affected by where the respondents located on and how well enough the devices they use to access the course materials. However, students' aspiration of proper network to implement particular online strategy should be taking into account, since all students deserve to feel the same learning experiences. In fact, prior experiences on attending presentation used Prezi may also help them to develop positive responses on this study.

Conclusion

Based on the findings and discussion, the writer has concluded;

1. Prezi based approach of Interpersonal Communication course materials provides highly encouraging power and learning assistance to Business English students at State University of Makassar. This information indicates that the students have attained certain benefits such as to be motivated, excited, and assisted to learn from the strategy of accessing the course materials of Interpersonal Communication using Prezi. Moreover, it also suggests that learners can direct themselves to be autonomous by utilising Prezi based course materials and then led learners to understand more to the course materials. While in terms of the frequency experiences on accessing the course materials, the students' responses are positive with medium accessible power, and

frequently experiencing. This finding related to the accessible power of Prezi based materials signalled the suitability of the software to be used in accessing the course materials with partial improperness such as few unsupportive features, lagging, and several experienced with unstable network. Furthermore, the gathered data related to the learning experiences of Prezi materials also suggest how Prezi can enhance the learners' motivation and learning experiences in learning Interpersonal Communication.

2. In reference to the students' further expectation toward Prezi based approach of Interpersonal Communication course materials, the research revealed that the students of Business English have a positive expectation. They are highly expected the implementation of Prezi in the future to be used for reviewing and lecturer presenting the course materials of Interpersonal Communication. This finding is parallel with their responses on the questionnaire where they can feel the benefits of Prezi based materials such as motivated, interested, and assisted to learn. Although so, there are some students suggesting to improve the quality of the tools, such as reliable electronic devices and stable network if an online media are about to be implemented. Therefore, learners feel that introducing what are the benefits of learning assisted ICT to learners are crucial things to be considered for nowadays application.

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TEACHER PROFILE MAPPING EARLY CHILDHOOD EDUCATION (ECE) AND ITS SPREADING IN BENGKULU

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ABSTRACT

This study aimed to determine the profile data about early childhood teachers and dispersal in the province of Bengkulu. This research was conducted by quantitative descriptive approach. Data collected by the data contained within the national education office cities and counties in the province of Bengkulu. The results of reserach showed that early childhood education teachers in Bengkulu province is still in the qualification and competence as a teacher aide. A small part of the teachers already have a first degree but are not relevant. Distribution of the number of teachers of early childhood education most in Kepahyang district and the city of Bengkulu. Most early childhood education teachers are not civil servants but most of them have NUPTK so they have a chance to follow teacher certification. Judging from age, their average age of 39.2 years and average teachers are approaching retirement age from the city of Bengkulu.

Key Word: ECE Teacher, Profil Mapping, and Spreading Teacher

Law Number 20 Year 2003 on National Education System Article 1 paragraph 14 states that Early Childhood Education (ECD) is a development efforts aimed at children from birth to the age of six years are accomplished by providing stimulation of education to help the growth and development physically and mentally so that children have the readiness to enter further education. Based on the statement ECD be important in determining a person's growth and development. Early childhood is the beginning of the period of the most important and fundamental throughout the range of growth and development of human life. In early childhood, all children's potential is growing very fast. The facts found by the experts in neurology, stated that about 50% of the capacity of human intelligence has occurred when the age of 4 years and 80% had occurred when he was 8 years old. Growth functional nerve cells require a variety of situations supportive educational environment. In this regard, since the environmental situation of education is indispensable in developing the full potential of children, the efforts of early childhood education as a form of stimulation is very important developments.

As stated by the Directorate of Early Childhood (2012), the government continues to encourage awareness of the importance of early childhood education towards early childhood education as a national movement. Law on National Education System mandates that early childhood education can be implemented through all education, whether formal, non-formal or informal.

Prodi ECD FKIP Bengkulu University also are involved in improving the quality of early childhood education, especially in preparing candidates for early childhood teachers who profsional.PAUD formal education includes kindergarten and Rodlatul Atfal. Kindergarten and Rodlatul Atfal have a responsibility to improve the quality of early childhood education.

Kindergarten as a sub-system of education has an important role and strategic in laying the foundation of education to the next generation, because it is the initial stage of the educational process is organized in a structured way in the effort of nation building reliable so as to be independent and able to compete with other nations in the era globalization (Directorate of Early Childhood, 2011)

The learning activities in kindergarten and Rodlatul Atfal should be implemented based on the principles of learning appropriate for children ages kindergarten and Rodlatul Atfal. Each learning activity that is designed not only to follow the principles of learning but also views its association with the breadth of material / materials, learning experiences, time and place of learning, tools / learning resources, forms of class organization, and method of evaluation.

The quality of learning can be measured and determined by the extent to which a particular learning activity can be an instrument of change the behavior of learners towards appropriate competence has been determined. Therefore, teachers Kindergarten demanded to design, develop and implement learning activities appropriate to the developmental characteristics and needs of learners kindergarten, state of the environment, and the

availability of educational facilities as well as the condition of kindergarten for development self.

The issue is whether teachers of kindergarten and Raudhatul Atfal able to design, implement, and evaluate learning according to the developmental characteristics and needs of children?

Even now only about 15% of educators meet educational qualifications, and only about 40% of educators who received training relevant to Kindergarten (Directorate of Early Childhood Education, 2012).

Under the law No. 20 of 2003 Article 39 of the national education system, educators are professionals in charge of planning and implementing the learning process, assessing the results of learning, coaching and training and conduct research, and community service. "This means that childhood early educators should be handled by professionals. The duties and guiding the work of early childhood professionals can not be done by just anyone.

The government's policy of article 29, paragraph 1 of Law No. 20 of 2003 requires that educators in early childhood must have: 1) The minimum academic qualification educated Strata 1; 2) the background of higher education in the field of early childhood education, 3) professional certification for early childhood teachers. In addition to the requirement that professional educators in the field of early childhood, he should possess pedagogical, personal, professional and social.

On the basis of the above considerations to determine what kind of picture quality early childhood education attainment level mapping in Bengkulu city needs to do research. This study focused on mapping the profile of teachers of early childhood education and spreading in the province of Bengkulu. As outlined in the background in early childhood issues that teachers should have academic qualifications and a number of competencies required of educators in early childhood. This study is limited to mapping the profile of teachers of early childhood education and spreading in the province of Bengkulu. The research problems are: How is the profile of early childhood teachers in the provinces of Bengkulu?. How distribution profile early childhood teachers in Bengkulu province?.

This study aimed to determine (a) the data on the profile of early childhood teachers in the provinces of Bengkulu (b) the distribution profile of early childhood teachers in the province of Bengkulu. Data from this study can be used as (a) the basis for the educational institutions in formulating policies in

developing the quality of early childhood teachers, b) material feed back to design a program of curriculum development department of early childhood education and training design and development of teachers of early childhood education, c) is used by researchers as reference material to develop learning, especially in early childhood studies program.

RESULTS AND DISCUSSION

Given the importance of early childhood education management in service of early childhood in developing their potential, then teachers, early childhood education needs to be sufficient and evenly. Results on the ground show the following:

Profile of Teachers of Early Childhood Education Based on Total persebarannya

Tabel 1: the number of teachers of early childhood education and spreading in the Municipality of Bengkulu.

County/Municipality	Male	Famale	Number	%
Kepahyang	13	426	439	43,7%
Rejang Lebong		26	26	2,6%
Center Bengkulu		30	30	3%
Nort Bengkulu	6	33	39	3,9%
Kaur		6	6	0,6%
South Bengkulu		107	107	10,6%
Municipality	6	352	358	35,6%
Jumlah			1005	100%

From the table it can be seen the number of teachers in early childhood education are recorded in the Education and Culture district and the city as many as 1005 people. The majority of teachers of early childhood education is dominated by women. When viewed from spreading then average the most number of early childhood education teachers in the district are Kepahyang, namely 43.6%.

1. Profile of Early Childhood Education Teachers Who Have NIP.

Identity Number of Civil Servants (PNS) is shortened to Main Number Employees (NIP) is the number given to civil servants as an identity that includes the year, month and date of birth, year and month of first appointment as a candidate for Civil Servants, sex and serial number, NIP serves as Identification Number in case: (a) coaching career, (b). payroll services, (c) retirement services, (d) social insurance services, (e) savings services, (f) the management of personnel administration, and (g) other useful services for civil servants. The number of early childhood teachers who already have a NIP can be seen in the following table.

Table 2: Profile of Teachers of early childhood education that has NIP

County/Municipality	Number of Teachet	Having a NIP	No having a NIP
Kepahyang	439	31 (7,06%)	408
Rejang Lebong	26	20 (76,92%)	6
Ceenter Bengkulu	30	12 (40%)	18
North Bengkulu	39	12 (30,76%)	27
Kaur	6	6 (100%)	0
South Bengkulu	107	105 (98,13%)	2
Municipality	358	118 (32,96%)	240
Total	1005	298 (29,65%)	707

From the table it can be seen an average of Bengkulu Province early childhood teachers as much as 29.65% who have recently NIP or Employee Identification Number. That is still 70.35% are permanent employees / private or appointed by decree of the foundation. From the overall early childhood teachers who already have a NIP most is South Bengkulu ie 105 teachers from 107 the number of teachers or 98.13%.

2. Profile of Teachers of early childhood that have Unique Number of Teachers and Education Personnel (NUP Kindergarten).

Profil early childhood teachers who have NUP Kindergarten even Children can be seen in the following table:

Table 3: Profile of Teachers ECED own NUP Kindergarten even Children

County/Municipality	Number of Teacher	Having NIP	No Having NIP
Kepahyang	439	114	325
Rejang Lebong	26	23	3
Bengkulu Tengah	30	30	0
Bengkulu Utara	39	37	2
Kaur	6	6	0
Bengkulu Selatan	107	2	105
Bengkulu Municipality	358	356	2
Jumlah	1005	568	437

The average teacher early childhood education sepropinsi Bengkulu who own NUP KINDERGARTEN as much as 56.52%. So that do not have as much as 23.48%. From the data obtained by teachers who already have NUP KINDERGARTEN most are early childhood teachers Bengkulu city is 356 of 358, or 99.44% own NUP KINDERGARTEN. While Central Bengkulu district Kaur and yet have NUP KINDERGARTEN.

3. Profile of Teachers of early childhood education by Age

Based on the data obtained can be known age of early childhood teachers by region.

Table 4: Average age of teachers of early childhood education

County/Municipality	Number of teacher	Average of old
Kepahyang	439	31 years
Rejang Lebong	26	44 years
Bengkulu Tengah	30	37 years
Bengkulu Utara	39	33 years
Municipality	358	51 years
Average	892	39,2 years

From the table it can be seen an average of early childhood education teachers in Bengkulu province aged 39 years and 2 two months. Teachers who are in the municipality of Bengkulu on average are at the age of 51 years. This means that early childhood teachers who are in the territory of Bengkulu Municipality tend to be older and closer to retirement.

4. Profile of Teachers of early childhood education by Academic Qualifications.

Based on data obtained qualification of early childhood teachers Bengkulu province is as follows:

Table 5: academic qualifications of teachers of early childhood education

County/Municipality	Elementary/ Scondary School	High School	D1	D2	D3	S1	S2	S3
Kepahyang		70,7%	0,5%	3,5%	0,8%	24%	0,5%	
Rejang Lebong								
Center of Bengkulu	8%	56%	24%			12%		
Nort Bengkulu		18%		15,%	5,1%	61,5%		
Municipality		19%	2,9%	13,3%	5,7%	57,35%	1,8%	
	8%	40,9%	9,13%	10,6%	3,9%	38,7%	1,2%	

From the table it is known that the average teacher early childhood education levels are mostly high school. If visits by Minister of National Education of the Republic of Indonesia Number 16 of 2007 on Academic Qualification Standards and Competencies Teacher, the teacher who was in the area of academic qualifications and competence Bengkulu almost 60% are academic qualifications and competence as teachers.

5. Relevance Academic Qualification of ECE Graduate

Based on the educational background who already have a Strata 1 certificate, can be seen in the following table:

Table 6: Early Childhood Teacher Academic Qualification Match

Municipality/Conty	S1 Graduate	S1 Graduate in ECE/Teacher Education Graduate in ECE	S1 Graduate in Elemetary School Education	S1 Graduate in others
North Bengkulu	61,5%	5 (15,15%)	4 (12,12%)	24 (72,73)
Municipality of Bengkulu	57,53%	120 (54,05%)	1 (0,45%)	101 (45,5%)
Total		125 (49%)	5 (2%)	125 (49%)

Based on the relevance of the educational background of teachers, early childhood education, the average education early childhood teachers mostly not of S1 ECD / teacher education in KINDERGARTEN, with details of the relevant 49% and 51% irrelevant. For the city of Bengkulu than 57% of teachers who have the relevant certificate S1 turns as much as 54.54%. As for North Bengkulu from 61.5% early childhood teachers with a S1 graduate, relevant and have academic qualifications as much as 15.15%. From the data obtained a description that academic qualifications and competence of early childhood teachers in Bengkulu region has problems, especially qualified teachers.

Quoting from Republika, co, id, Jakarta, (20 Nov 2013) Case, early childhood education (ECD) in Indonesia is considered still has many problems. One of them is related to the quality of teachers. Until now, early childhood teachers who do not have a college degree or educated S1 or D-4 in Indonesia, is still 80 percent. The total, reaching 217 thousand teachers. In fact, by 2020 all teachers KINDERGARTEN should have a university degree, it is an effort to improve the quality of

education in Kindergarten. Terms of early childhood teacher or kindergarten (KINDERGARTEN) it must be S1 graduate (Director of Early Childhood Education Informal Formal (PAUDNI) of the Ministry of Education and Culture Lidya Feryani Hawadi reporters).

6. Profile of Teachers of early childhood education and spreading in Bengkulu

County/Municipality	Number	NIP	NUP Kindergarten	Age	S1/S2	Relevant
Kepahyang	43,7%	7,06%	25,97%	31	24,5%	
Rejang Lebong	2,6%	76,92%	88,46%	44		
Center Bengkulu	3%	40%	100%	37	12%	
North Bengkulu	3,9%	30,76%	94,87%	33	61,5%	15,15%
Kaur	0,6%	100%	100%			
South Bengkulu	10,6%	98,13%	0,19%			
Municipality	35,6%	32,96	99,44%	51	59,15%	54,05%
Average		29,65%	56,51%	39,2	39,9%	49%

Based on the table it can be seen that the number of early childhood teachers Kepahyang widely spread in the district and the city of Bengkulu, which has been appointed as civil servants ranges from 29.65%, have NUP KINDERGARTEN as much as 56.51%, the average age was 39 year and 2 months, and has an academic wualificataion is 49% .

From academic qualifications in terms of data collection, a complete data is Bengkulu city and district of North Bengkulu.

CONCLUSIONS AND RECOMMENDATIONS

Based on the discussion of the results of this research is that the average.
1. The number of early childhood teachers are scattered unevenly Bengkulu province, there are still many in the district Kepahyang and the city of Bengkulu.
2. Average Bengkulu province early childhood teachers are not civil servants.
3. Average oTeacher Paud Bengkulu own NUP KINDERGARTEN.
4. The average age of early childhood teachers ranges from 39 year and 2 months , or are in the productive age
5. Age of the oldest early childhood teachers in the urban area of Bengkulu
6. The average academic qualifications and competence of Bengkulu province early childhood teachers are at the level of qualification and competence as teachers.
7. The average early childhood teachers from the city Bengkulumemiliki academic qualifications and competencies that are relevant as early childhood teachers.

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PROFILE BASIC ATTITUDE OF
GUIDANCE AND COUNSELING STUDENT
STATE UNIVERSITY OF MALANG

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ABSTRACT

This study aims to reveal profile the basic attitude of student guidance and counseling State University of Malang. The basic attitude is one of the important components that influence the effectiveness of counseling services. The design of this study is a survey research. Subjects of this study is 70 students guidance and counseling class of 2013. The research instrument used questionnaire. Data analysis is descriptive by percentage. The results obtained were as follows, 1) the basic attitude of 24.3% of students are categorized less, 2) the basic attitude of 64.3% of students categorized as adequate, and 3) the basic attitude of 11.4% of students categorized as good. The conclusion of this study is mostly student guidance and counseling, state university of Malang (64.3%) included in the medium category for basic attitude ability.

Keywords: profile, basic attitude, guidance and counseling student.

Talking about counseling practice means we're talking about an effort to help. In the process of counseling, the counselor helps private counselees to evolve, solve problems, gain a better understanding of the difficulties, worries, concerns, and changes in thinking, attitude and behavior, in the areas of comprehensive, including personal, social, career, and learning. As an effort to help people to grow and develop optimally, in the counseling process there is a lot of hope is pinned in the counselor. Expectations of counselee there is delivered directly by the individual, but there are also expectations that are expressed counselee. The counselee expectations more or less about the expectations of the counseling process itself, expectations regarding the obstacles it faces, and expectations regarding the future life. Expectations counselee is actually in line with the function of counseling itself which serves to help the counselee aware of their own strengths, finding things that hinder the use of such forces, and clarify became kind of person what they want (Corey, 2009).

The counselee expectations indicate that in the process of assisting conducted by the counselor must be a process that truly know and understand the conditions counselee intact for solving the problem actually is not a primary function of counseling. Counseling is a process where the counselee invited to see the behavior and lifestyle of their own honestly and make decisions regarding the ways in which it is desirable to modify the quality of their lives. In other words, the counselor's role is to facilitate the counselee in an effort to take a decision so that the counselee will evolve according to its own needs (Corey, 2009).

The role of counseling in an effort to help people is to give an opportunity to the counselee to explore, discover and explain the choices to live more positive and prosperous for the counselee. Counseling is designed to help the counselee understand and explain their outlook on life, and to help achieve the goal of self-determination (self determination) them through informed choices with good and meaningful to them, and through solving emotional problems, or interpersonal character.

Given the position as the main service BK counseling in schools, counselors are expected to be able to provide excellent service. Absolute prime services provided by counselors in light of the complexity of the problems and needs of students, the demands for time efficiency and the demands of completeness resolution. This shows the importance of the role of counselors in counseling services. The counseling process will be a process that provide benefit for the counselee or not will depend largely on how the counselor attempts to make the counseling process into a process of therapeutic treatment.

Therapy is a therapeutic interpreted as a therapeutic process that can provide the power for the counselee to fully understand her condition with all the strengths and weaknesses so that the counselee has the will and effort to get out of the present situation by itself is not unpleasant. Therapeutic relation itself is one important factor that has a major contribution in facilitating the process towards changing the therapeutic self counselee counselees (Lambert, 1992, in Bertolino & O'Harlon, 2002). This means that the counselor has a strategic role to facilitate the process of

therapeutic treatment. It can also be said that the counselor is the key to take the initiative and develop quality relationships (conditions conducive and facilitating the growth of students towards better) when the counseling process.

From some of the literature and empirical studies show that there are many factors that contribute to the effectiveness of counseling services. Glading (2014), suggests that the effectiveness of the counseling process is determined by several things: the personality and background of the counselors; formal education acquired counselor; and the counselor's ability to engage in professional counseling activities, such as continuing education, supervision, advocacy, and portfolios. While Wampold (2001) reveals that the successful implementation of counseling services will refer to the extent to which counseling is given on the creation of therapeutic changes on-counselee counselees who come to the counselor who is being practice. Carkhuff (2008) suggested that the counselor and the counseling process has a dynamic effect on the others, if not useful, most likely it gives undesired effects.

Based on the study results of research on the results of counseling, Lambert (1992) concluded that the technical / fundamental skills counseling counselor has contributed 15% to the overall outcome of therapy. 15% is contributed by the variables of hope and confidence counselee that he underwent counseling will produce the desired changes. The therapeutic relationship, interpersonal skills and the basic attitude counselor counselor accounted for 30% of the results of therapy. while the largest proportion, with 40% contributed by the counselee variable is motivation and level of problems.

From the literature review and empirical results mentioned above, it appears that the effectiveness of counseling services can be seen from several factors. Some of the factors that have contributed to the effectiveness of counseling services among other factors counselee conditions, counseling skills and attitude /personality counselor. All three of these factors need to be considered well by the counselor in order to realize an effective counseling service so it really can help counselees resolve obstacles to the development tasks in order to achieve a better life

The variable in this study is the basic attitude of the counselor. Basic attitude oriented attitude required number and contribute to the course of the counseling process. Expected

counselors have attitudes that can foster awareness and willingness counselees to be actively involved in the counseling process. Basic attitude is in itself counselor will show how much willingness counselors to provide themselves seamlessly into the counseling process, the involvement of the whole counselors in the counseling process is very important that the counseling process undertaken by the counselee can be a therapeutic process.

Basic attitude counselor significant effect on the competence of counseling (Wilkins, 2000; Ridge et. Al, 2003; Trusty & Brown, 2005; Moon, 2007; Wampold, 2010; Dollarhide et. Al, 2012; Cornelius-White & Carver, 2012). To create an effective counseling process required adequate conditions: 1) congruence; 2) Unconditional positive regard; and 3) empathic understanding (Rogers, in Corey, 2009). These conditions must be present on the counselor in an effort to facilitate the development of the counselee. That condition is not naturally present in every counselor but something that should always be grown continuously in a helping relationship.

From the study of research results (Pattersen 2004), attitudes owned counselors have a significant impact on the counseling process. The results of these studies indicate that the need for continuing efforts of the counselor to continuously improve their personal capacity so that it does counseling services are services that are meaningful to the life of the counselee. Basic attitude counselor is an absolute requirement to deliver therapeutic counseling process.

This study will refer to the basic attitude developed by Rogers (in Corey, 2009). Rogers stated that in order to create an effective counseling process required conditions are sufficient. The conditions are sufficient for the occurrence of a change in the counseling process: 1) Genuine; 2) Unconditional positive regard; and 3) emphatic Understanding

Unconditional positive regard is a condition in which the counselors leave and accept what clients say, think, and do, without judging and accept the good and bad counselee (Sundberg et. Al., 2002; Corsini and Wedding, 2011). Unconditional positive regard it as a continuum. The greater the degree of joy, attention and warm reception to the client, the greater the chances for menunjung changes to the client. The key to the growth of the attitude of unconditional positive regard is the awareness of the counselor. When the counselor is pleased to constantly identify its awareness to foster an attitude of unconditional positive regard in relationship counseling, the counselor is going through a personal and professional development efforts as a helper.

Empathic understanding of the counseling process is to capture the subjective meaning, that

meaning given by the counselee. In counseling is needed is not objective truth, but how counselee see the truth of it. A counselor is not necessary to examine the truth of the words counselee, but it is important for counselors is to capture the way the counselee stated the truth and eventually a counselor can capture the overall sense counselee statement. The counselor should be able to integrate itself with the world counselee and may reunite in a reasonable manner and with feeling so counselee easily capture and comprehend. Finally, the counselee can see the alternatives realistic with yourself and dare to formulate a wise decision.

Genuine or congruence conceptualized as awareness, openness and connectedness in three human dimensions of the counseling process (Lee, 2001). Congruent will be key for the counselor to deal with a variety of clients with diverse backgrounds and uniqueness (Fox, 2012). This was confirmed by Ellingham (1999) which states that congruence be an asset for the counselor to help the counselee show the real side of him in the counseling process.

Unconditional positive regard, empathic understanding and genuine shown by counselors actually creates trust (trust) of the counselee. In all respects the counselor should be able to demonstrate an honest and fair manner so that it can be trusted by the counselee and counselee dare to open up to the counselor. If at any time a counselee know that the counselor unlock its secrets, the counselee may imply a lack of trust and self-closing. These conditions will damage the relationship that has existed between him and the counselor. Counselee should very sensitive to the attitude shown by the counselor, because counselee has to take risks by opening up, especially the secret of his personal life.

Research on the profile of this basic attitude will involve prospective student counselor. In order to better understand the ability of prospective students the basic attitude of the counselor that contribute to the effectiveness of counseling and counselor education in order to improve the training and preparation of candidates for professional counselors, this study was conducted to get an idea of the basic attitude of students majoring in BK. Information on basic attitudes that contribute to the effectiveness of counseling is important to know and learn about prospective student counselors so that they actually set up and grow a counselor's personal competencies necessary for provision of effective counseling. In addition the profile basic attitude majors this BK is expected to be one of the study materials

for colleges in formulating curriculum subjects BK particularly with regard to the preparation of the prospective counselors personal competence.

METHOD

The design of this study is a survey research. Subjects were included in this study were all 7th semester students majoring BK University of Malang academic year 2016/2017 a total of 70 students. Data collection instrument used was an open questionnaire. The data were analyzed with descriptive percentage technique.

RESULTS AND DISCUSSION
Results

Open questionnaire instrument used to measure this basic attitude Rogers developed his theory of a total of 22 items. The scoring of the answers given by the subjects using a rubric.Scores given by moving from number 1 to 5. A score gains each subject and then classified by category are set to determine the level of ability of the basic attitude shown by the subjects. Categories set is less, is quite, good and very good.

Of the 22 total items used to measure the ability of the basic attitude of the study subjects, there are 8 items to measure aspects of congruence, 6 items to measure aspects of empathic understanding and 8 items to measure unconditional positive regard.

Measurement capability basic attitude is divided into three sub variables: congruence, unconditional positive regard and empathic understanding .. The results of a study involving 70 subjects showed that the basic attitude of the 17 subjects, or 24.3% included in the category of less, 2) basic attitude of most of the subjects ie 45 subjects, or 64.3% included in the category enough, and 3) the basic attitude of the eight subjects, or 11.4% is included in both categories. There is no research subjects who have the ability basic attitude in the very good category.

Of the three aspects or sub-variables, most of the study subjects get low scores on the variable sub congruence, ie some 40 subjects, or 57%. While aspects of unconditional positive regard and empathic understanding uneven distribution of scores.

Discussion

The results of this study illustrate how the state of the ability of the basic attitude of prospective student counselor. Student counselor candidates to fill basic attitude instrument based counseling practice their experience during their education. Research that shows most of the prospective student counselors have the capability sufficient basic stance on the category can be the basis for the Department of Guidance and

Counseling to give more opportunities to practice counselor prospective students develop the ability to essentially attitude through counseling practicum.

Basic attitude is one of absolute counseling competencies mastered well by the counselor. Counseling competence refers to the ability of the counselor to apply a form of treatments, the ability to assess the counselee well, and the ability to select appropriate treatments (Fairbun & Cooper, 2011). Competence counseling is important to talk for counseling competence is closely related to the quality of counseling, ie the extent to which treatments are given good enough to achieve the desired effect (Carey & Harington 2010; Minami et. Al, 2009).

Talking about the competency means that we are talking about capabilities that include cognitive, affective and psychomotor. Competence can be defined penguasaaan counseling counseling by counselors that include mastery of cognitive, affective and psychomotor. Competence counseling emphasis on how to: a) counselors think and feel themselves with respect to its performance, b) their attitudes about themselves with respect to its performance. Basically competencies reflect the various attributes of psychological counseling, not only on the skills of counseling alone (Wampold, 2010).

Competence counselee also stressed how the orientation counselor in the counseling, which not only emphasizes the process but also results-oriented counseling that is capable of delivering counselee toward therapeutic change (Yuksel, 2009). Besides the competence of counseling also emphasizes how intentionality / full involvement counselor in the counseling process from the beginning to the end of the counseling session, even includes an evaluation of the results of the counseling. Competence counseling counselor is also related to efforts to maintain and improve the quality of counseling (Harsy & University, 2012). Competence counseling is the process of progressive movement toward therapeutic outcomes for counseling. Thus the counselor is required to provide a facilitative relationship for the sake of change embodied therapeutic counselee (Carrel & Hoekstra, 2014).

Schaub & Tokar (1999) reveals there are three factors to measure the counseling relationship, namely: personal commitment to clients, conditions facilitative and expertise / expert counselor. Skills / expert counselor affect how the counseling process that occurs, the counselee condition and results of counseling itself. This shows the importance of

counseling competencies mastered well by the counselor. The position is very strategic counselors in counseling services, interesting to be given as pengampu counselor counseling services.

Counselor counseling competency development requires a paradigm shift. If the previous paradigm competence development-oriented counseling counseling skill acquisition alone, it takes an understanding of the new paradigm regarding the competence of counseling. Competence counseling should be viewed as a holistic and comprehensive system, which considers that the competence of counseling includes cognitive, affective and psychomotor.

It can be concluded that the process involved in counseling competencies is complex. This complexity is characterized by 1) the number and the elements / factors making competence of counseling, 2) the complexity of the interactions between the constituent elements of counseling competencies. It is important for counselors who are competent to always examine, evaluate and develop counseling services do to be of service can present yourself counselee therapeutic changes. Ridley et. al (2011) suggested that individual differences in the capacity, potential and experience that exist in each counselor will be a differentiator for the competence of counseling each counselor. Counseling competence is a continuum, which means that every counselor can develop competencies counseling but will never achieve uniformity among each counselor. The most important thing is to make sure that every therapist is at the highest level in professional development function (McKinney & Thomas, 2010).

In an academic paper guidance and counseling (DEPDIKNAS, 2008), the figure intact counselor competencies include academic and professional competence as a whole. Academic competence is the scientific basis of tips implementation of professional guidance and counseling services. Academic competence is the basis for the development of professional competencies, which include: (1) a deep understanding counselee served, (2) control of the foundation and the framework of theoretical guidance and counseling, (3) organize guidance and counseling services are memandirikan, and (4) develop personal and professional counselors on an ongoing basis. The performance of counselors is strongly influenced by the quality control of all four of the competency is based on the attitudes, values, and personal tendencies that support. Academic competence and professional counselors are integrated to build the integrity of pedagogical, personality, social, and professional.

From the above explanation can be said that the competent counselor is a counselor who

perform services in particular BK professional counseling services. It required a thorough mastery of the counseling that includes cognitive, affective and psychomotor. The third sphere is realized in the form of mastery of basic knowledge of counseling, basic attitudes, basic skills of communication and cultural skills are adequate.

Basic attitude of a number of core conditions in which the counselor is required to display it in the counseling process to achieve a therapeutic aid for the counselee. The attitude of a counselor is important in helping the counselee because it will affect the counseling process. Positive attitude counselors will provide valuable experience to the counseling process, otherwise the negative attitude of counselors who will hinder the process of counseling. The attitude of a good counselor will facilitate the counselee to recognize and understand their subjective experience. Counselee experience is exactly what is going to encourage counselees toward behavior change. For that as a competent counselor, the counselor should foster attitudes that contribute to therapeutic changes demanded counselee and constantly hone themselves to develop a helper attitudes and make them a part of himself.

CONCLUSION

From the results of research on the basic attitude profile prospective student's counselor can be concluded that the majority of students majoring BK University of Malang's ability essentially attitude is at the level sufficient capacity. Based on these results suggested to the Department of Guidance and Counseling in order to reformulate the curriculum guidance and counseling, and counseling achievement of competencies in particular the basic attitude of an effort to prepare candidates for the professional counselors.

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THE EFFECT OF CLASS LEVEL ON
THE METACOGNITIVE SKILLS OF JUNIOR AND
SENIOR HIGH SCHOOL STUDENTS IN MALANG WITH
THINK PAIR SHARE LEARNING

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ABSTRACT

This research aimed at revealing the effect of class levels on the metacognitive skills of junior and senior high school students in Malang, Indonesia. The population of this research was all junior and senior high school students in Malang. The samples of this research were four classes consisting of class VII & VIII of Muhammadiyah junior high school 1 Malang and class X and XI Muhammadiyah senior high school 1 Malang, and the total number of the students was 111 students. The learning model used in this research was Think Pair Share (TPS). The type of this research was a quasi-experiment in non equivalent pretest posttest control group design. The results of the research showed that the class level had an effect on students' metacognitive skills. The metacognitive skills of the students in class VII was lower than that of the students in class VIII, X, and XI. The students of class VIII, X, and XI had shown an increase in metacognitive skills along with the class level increase. Whether or not the students' metacognitive skills in class VIII, X, and XI are always not different significantly requires further research. In order to deepen the study on the development of students' metacognition, more samples should be used including the samples of elementary school classes, as well as using the age variables, in order to get more accurate information.

Keywords: class level, metacognitive skills, students, think pair share (TPS)

Every person basically already has metacognitive skills. The metacognitive skills are included in thinking skills (Corebima, 2016). Gredler (2011) stated that metacognitive skills put an emphasis on someone's awareness of thinking about his own thinking process. Similar to the other thinking skills, metacognition also grows and develops with age. Woolfolk (2008) explained that metacognitive skills developed in children around the age of 5 to 7 years. Therefore, metacognition skills can be empowered since the early age. Holland, Joyner & Kurtz-Costes (1997) suggested that during the childhood, children have shown basic knowledge of metacognitive strategies and meta memory, but as they got older, they learned to allocate their cognitive resources more strategically and developed higher strategies in using and monitoring their learning strategies.

A teacher, having a big influence in education especially in the learning process, participates in empowering students' metacognitive skills. Çalişkan and Sünbül (2011) stated that metacognitive skills facilitated a person in learning. Therefore, teachers should organize the learning in ways that can help students to develop their skills.

One strategy believed to be able to empower students' metacognitive skills is TPS learning model. Trianto (2010) stated that TPS learning model was an effective learning model to make variations of discussion patterns in the classroom. Furthermore, it was explained that the syntax of TPS learning could give the students the opportunity to think, respond and help each other. The results of the previous research found that TPS learning model could improve cognitive learning results (Sukasari, 2012; Muhammad, 2016), students' metacognitive skills (Sari & Azizah, 2016), and could empower other thinking skills, such as critical thinking (Ambarwati, 2012; Surayya et al., 2014), creative thinking (Pramawati et al., 2016), and others.

There has not been a lot of previous research revealing the effect of age on metacognitive skills. Metacognitive awareness of the students in grade 5, 6, 7, and 8, that had been previously researched by Akin (2016) revealed that there were different levels of students' metacognitive awareness based on their grade levels. The results of the research by Akin revealed that the metacognitive awareness of the 5th grade students was higher than that of the 6th grade students; the metacognitive awareness of the sixth grade students was higher than that of the 7th grade students, and that of the 7th grade students was higher than that of the 8th grade students. This situation indicates that the students' metacognitive awareness underwent a decrease when they moved to a higher grade level. Students at higher grade levels had some anxieties about the next level, which is, about the college admission examination. This anxiety might have an effect on their metacognitive awareness.

There were only few researches investigating the difference of students' metacognitive skill at high school level, especially quantitatively. Therefore, it is necessary to conduct a research investigating the effect of grade levels on students' metacognitive skills. This research is expected to reveal the pictures of metacognitive skills at various grade levels. Thus, these results can be used by the educators to select the good ways to empower students' metacognitive skills in accordance with the students' thinking development.

METHOD

This is a quantitative research using *quasi experiment* in *Pretest-Posttest Nonequivalent Control Group Design.* This research was carried out in the first semester of the 2015/2016 academic year. The independent variables in this research was the grade levels (VII, VIII, X AND XI), while the dependent variable was the students' metacognitive skills. The population of this research was all of the students of junior and senior high schools in Malang. The samples of this research were the students of class VII and class VIII of Junior High School Muhammadiyah 1 Malang, and the students of class X and XI of Senior High School Muhammadiyah 1 Malang. The learning model used in this research was Think Pair Share (TPS). The metacognitive skill was measured by using essay test supported by metacognitive skill rubric (Corebima, 2009). The test instruments were initially tested for the validity and reliability. The data were collected during the pretest and posttest. The hypothesis was tested using one way Ancova with a significance level of 0.05 (P <0.05). Before Ancova test carried out, a normality of the data was tested using *Kormogolov-Smirnov* test and the homogeneity of the data was tested using *Levene* test. The data were analyzed suing IBM SPSS Statistics 23 *for Windows.*

RESULTS AND DISCUSSION
Results

The results of the Ancova test related to the effect of grade levels on students' metacognitive skill in Malang are presented in Table 1.

Table 1. Results of the Ancova test related to the effect of grade levels on students' metacognitive skills

Dependent Variable: YMeta

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
corrected Model	5539.522 a	4	1384.880	23.370	,000
intercept	8203.866	1	8203.866	138.443	,000
XMeta	3415.143	1	3415.143	57.632	,000
Level of Class	3342.212	3	1114.071	18.800	,000
Error	6281.336	106	59.258		
Total	139,682.910	111			
corrected Total	11820.858	110			

a. R Squared =,469 (Adjusted R Squared =,449)

The results of the data analysis related to the effect of grade levels on metacognitive skill showed a significance of P-level 0.000, smaller than the alpha of 0.05 (p <0.05). This means that H0 is rejected, and the alternative hypothesis is accepted. Thus, it means that there is a difference of metacognitive skills among the students in class VII, VIII, X, and XI. The results of post hoc test on the effect of grade level on students' metacognitive skills are presented in Table 2.

Table 2. The results of corrected mean score and LSD Notation related to students' metacocnitive skills

Grade level	X Meta	Y Meta	Difference	Corrected score	LSD notation
class VII	15.568	26.854	11.286	24.926	------a
class XI	12.936	34.653	21.717	35.174	------b
class X	14.294	37.138	22.844	36.396	------b
class VIII	10.652	36.664	26.012	39.308	------b

The results of post hoc test show that the students' metacognitive skill score of class VII is significantly different from those of the other classes. Class VII had the lowest mean score of students' metacognitive skills than those of the other three classes. The corrected mean score of students' metacognitive skills of class VII was 41.11% lower than that of class XI.

Discussion

Ozden (2011) stated that in this era how people learn is more important than what they are learning, and students are expected to learn how to learn. To achieve it, a person needs to develop their metacognitive skills, and use these skills effectively and efficiently (Hoskins & Fredriksson 2008). In relation to learning how to learn Vrieling, Bastiaens, and Stijnen (2012) explained that metacognitive skills consisted of the skills of planning the learning, evaluating and monitoring during the learning process. Due to the importance of metacognitive skills in learning, educators should understand the development of students' metacognitive skills, so that the empowerment of students' metacognitive skills can be optimal.

The results of the analysis show that there is an effect of grade level on students' metacognitive skills. This result is consistent with Dumontheil, Apperly, & Blakemore (2010) explaining that metacognitive skills would develop during the adolescence, characterized by mental changes. The changes occurring at the beginning and at the end of childhood are in the form of metamemory aspects, memory improvement, and improvement of using strategies (Ghetti, Castelli, & Lyons, 2010). Similar statements were also expressed by Weil et al. (2013) that metacognitive skill could be significantly improved in adolescence, and at the end of adolescence it could develop more rapidly, and will be stable at the adults age (Weil et al., 2013). Furthermore, it was stated that metacognitive awareness of a person developed

during adolescence. In his research it was explained that metacognitive skills were associated with increased self-confidence and the development of self-awareness, thus it affected their learning performance. Students are more aware of their tasks, and put more values on the other people's judgments. Thus, there is a sense of awareness to give the best results that they can do with their assignments. There are only few researches investigating how the performance of one's awareness (metacognition) experience some changes at different ages. The research conducted by Weil et al. (2013) only revealed that metacognitive skills performed better during adolescence.

The results of post hoc test show that the score of metacognitive skills of the class VII students of junior high school was 41.11% lower than that of class XI students' of senior high school. Based on the results of this research, it can be explained that all the students in class VII were new students entering a new environment in learning and still making new friends. The adaptation stage experienced by these students would indirectly affect their mental development. Moreover, the students entering high schools are those usually begin to enter their teens, usually in the age range of 12 years and above. Some researchers investigating the development of metacognition found that metacognition performed better at the end of childhood between the ages of 7-12 years (Roderer & Roebers, 2010; Krebs & Roebers, 2010). There was a change at the beginning and at the end of childhood for some aspects of metamemory, including improvements in remembering ability and an increase in using strategies (Ghetti, Castelli, & Lyons, 2010; Karably & Zabrucky, 2009). Roderer and Roebers (2010) stated that the metacognitive development, including the ability to remember and to monitor, increased at the end of childhood at about the age of 7-12 years. Demetriou and Bakracevic (2009) investigated that the development of metacognition in teenagers was between the age of 3-15 years, and in adulthood. The propositional and spatial performance, as well as social reasoning, and self-evaluation of a person increased during adolescence and adulthood. Sebastian et al. (2008) explained that adolescence was the period where a person experiencing rapid development in terms of searching for identity.

In this research, it is obvious that after the seventh grade having the lowest order of metacognitive skills, there is an increase in metacognitive skills at higher grade levels, even though the result of post hoc test indicates that

class VIII, X, and XI were not significantly different. This fact is not in line with the research conducted by Akin (2016) revealing that the metacognitive awareness tends to decrease at the students of higher grade levels. The results obtained in this research were limited to class VII, VIII, X, and XI. Thus, further research is still needed to reveal the differences in metacognitive skills in grade levels below class VII, or above class XI, so that more information can be obtained.

CONCLUSIONS

Based on the results of this research, it can be concluded that there is an effect of grade levels on students' metacognitive skills. The corrected mean score of metacognitive skills of class VII was 41.11% lower than that of the class XI. This result might be caused by the fact that the students of the seventh grade are still experiencing a transition period from their elementary schools to junior high schools, because in a new environment requires adaptation.

Based on the results of this research, it is suggested that (1) the results of this research still need further confirmation from other similar research, (2) the research may be continued by using the whole all samples of junior and senior high school classes, including junior high school class IX and senior high school class XII in the research, (3) future research is suggested to involve the samples elementary schools, in order to obtain a quantitative description of changes in metacognitive skills of the students of elementary schools, junior high schools, and senior high schools.

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INFLUENCE WORK MOTIVATION OF TEACHER AND PRINCIPAL LEADERSHIP ON THE PERFORMANCE OF TEACHER IN SDIT GHILMANI

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ABSTRACT

Motivation and leadership affects the performance is something that can not be denied again, because motivation is an impulse that arises by the stimulation from within and from outside so that one wishes to make changes behavior/specific activity to be better than the previous situation. While leadership is a way for someone to nurture, educate and persuade people they lead, then the people who become leaders strongly influence the attitude of the person who leads. Thus This study aims to: 1) analyze the influence of motivation to work on teacher performance in SDIT Ghilmani, 2) to analyze the influence of school leadership on teacher performance in SDIT Ghilmani, 3) to analyze the influence of motivation and leadership principals on teacher performance in SDIT Ghilmani. This study took 30 teachers in SDIT Ghilmani with quantitative approach. The technique of collecting data using questionnaires and observation. Methods of data analysis using correlation and multiple linear regression analysis using computer-assisted whole Package Program SPSS Statistics Series 17.00. Based on the analysis and discussion of the results of this study concluded that: 1) There is a very significant influence among the working motivation of teachers on teacher performance in SDIT Ghilmani, 2) There is a very significant influence among the leadership of the principal on teacher performance in SDIT Ghilmani, 3) There is a very significant influence between work motivation of teachers and leadership together on teacher performance in SDIT Ghilmani.

Keywords: work motivation, leadership, performance of teachers.

Education since antiquity up to the age to come is very important for human life, Because with education will occur dignified civilization. One measure of the success of the school is the teacher's performance. Teacher performance in question is the work of teachers who reflected on how to plan, implement, and assess learning process (PBM) Whose intensity is based on the work ethic, and professional discipline of teachers in the learning process. Based on that sense, it can be stated that the teacher's task is not only to teach Merely, but starting from the planning process until assesssment. The task is in desperate need motivation from teachers Themselves and the guidance and mentoring of principals are good also. If both sides between teachers and principals synergize well, it will create a conducive environment so as to create a good working motivation and God willing will produce a good performance. Thus the school's objectives will be achieved as expected. So in the management of education is Necessary synergy between all the components are there, Because education is a system that is intact and can not be separated, Although basically a very dominant role of the teacher in the success of students. In terms of leadership, a school principal needs to adopt some leadership style Appropriate to the circumstances that exist, so all of the potential that exists in the school can function optimally. Selection

behavior Effective leadership should be prioritizing role models, providing both opportunities and Be Able to push all the elements that exist in the school to work on the basic system of values. a sublime so that all the elements that exist in the school (teachers, students, employees, parents, community, etc.) will, without coercion to Participate optimally in furthering the ideals of the school. Along with the enactment of Law 32 of 2004 on local autonomy, decentralization of education occurred in Indonesia. The problems that arise around the implementation of the decentralization of education in Indonesia, Among other educational affairs delegation of authority from the central government to local Governments. Delegation of authority is Likely to still be interpreted as a transfer of power from the aspect of service delivery (Albab a SWOT analysis more decentralized education policy in Indonesia, 2005). As a result, local Governments (especially the Regency/City has the potential to rule without limit if not matched by institutional development and Human Resources (HR) in the region. The problems that Arise in the field of education more complex when the City/Region in carrying out the function of the service do not have the minimum service standards (SPM) is adequate as a means of control. Therefore, each school must prepare qualified human resources, provide adequate facilities and infrastructure as well as human resources to prepare mentally to be ready for a

change and improvement. It's tough, but it must be implemented by all the joint Efforts to solve problems together Reviews These reviews of all components in the organization of the school. SDIT Ghilmani a private elementary school under the auspices of the foundation Persyarikatan Da'wah al Haromain. The basic principle of establishing this school is to preach, so how to package this school to be a five-star quality school with a five foot price for all the economic bottom, middle and top. As a private school, SDIT Ghilmani foundation must struggle together as closely as possible to enable all components in order to SDIT Ghilmani schools still exist in assisting the government to participate in education and Realize the ideals of the early establishment of the school. This struggle is very Necessary for a competent principals and motivation of all employees, especially teachers as the main actors in education. Based on the above, the researchers gave the title of this study Influence Work Motivation of Teacher and Principal Leadership on The Performance of Teacher in SDIT Ghilmani Surabaya.

LITERATURE REVIEW

Many experts opinion on the definition of motivation, such as the opinion of Gibson, Stephen P. Robbins in Suwarto (2010), Siagian (2010), Sardiman and Nitisemito, Hoy and Miskel, Manullan, Usman in Engkoswara (2011), Gualmik in Engkoswara (2011) Hamzah (2011). Where the opinion that all of the experts on the definition of motivation can be concluded that motivation is an impulse that arises by the stimulation from within and from outside so that one wishes to make changes behavior / specific activity is better than the previous situation. With the following objectives: (a) encourage people to do an activity that is based on fulfillment. In this case, the motivation is the driving force of every need to be met, (b) determining the direction of the goals to be achieved, and (c) specify the actions that must be done. Furthermore, to discuss the motivation to work, first put forward the views of labor itself. The views of work and work nowadays, not like a conservative view which states that physical labor is a form of punishment so disliked. But today, the workplace and the work has become a necessity. Therefore, modern vision of seeing work as: (1) the basic activities and used as an essential part of human life. As play for the children, then kerjaselaku activity sosialbisa Leisure and anti separately for adult life, (2) work gives status and binds one person to another individual and society, (3), in general,

women and men love the job, so they Like work, (4), employee morale and employee does not have a direct connection with the physical or material conditions of employment, (5) employment incentives lot of forms, of which is money, under normal conditions is the least important incentive.

In doing the work, usually someone not forever just influenced by extrinsic rewards such as financial compliance alone, but intrinsic motivation is something that can not be ignored. The intrinsic motivation among others pride themselves can do something work that others may not be able to do it, a love of the job, or a strong interest in the task or the work done so far. Therefore, motivation is not only tangible economic interests alone, but can also form a psychological need to be doing the work actively.

Motivation to perform the duties of a teacher that is a state or condition which encourage and guide individuals in carrying out their duties diligently and continuously. In this research will reveal how much intensity the encouragement of a teacher in carrying out their duties without considering how many material benefits that would be obtained on its performance. So the emphasis of this research is on intrinsic motivation. As noted Prayitno (1989), the role of intrinsic motivation is very important in the world of education, considering the process of education is not knowledge of the transaction process with commercial principles. The process of moral education is a process that is not based on the interest to obtain material gain or profit margin per se, but rather guided by social goals.

Referring to the theoretical description above, it can be defined that motivation is one factor that determines the individual's performance. Large or small effect on the motivation of a person's performance depends on how much the intensity of motivation given. Differences in motivation to work for a teacher is usually reflected in the various activities and even his achievements.

Based on the above definition, motivation constructs can be formulated as follows. Teachers' work motivation is nothing but a process that is performed to move the teachers so that their behavior can be directed to the efforts to achieve the objectives that have been set. Work motivation described in this discussion is almost the same as other variables that influence the performance of teachers in primary schools, and secondary.

From a variety of topics as well as exposure to the definition of the concept of the above, implicitly motivated teacher work looked through: (1) the responsibility of doing the work, (2) achievements, (3) self-development, and (4) self-reliance in the act. Fourth it is an important indicator to explore teachers' work motivation.

Leadership learning is the principal person's ability to mobilize others (teachers, students, staff non-educators) to successful learning.

Mulyadi (2010), learning leadership characteristics among others: 1. Have a clear vision, 2.Punya high expectations on the performance of teachers, staff and students, 3.Memberikan pembelajaran.4.Melaksanakan high attention on staff development activities.

Substantive aspects of learning leadership, among others: 1. Creation of the quality of the curriculum, 2. Creation class quality, 3. Creation of the quality of learning, 4. Creating a professional learning community, 5. Creation of the quality of school spirit and value, 6. The creation of the school culture.

Effective school leadership determines the success of the school. Effective school or success is almost always determined the principal's leadership as the key to success (Lipham J.M., 1985). The principal does not only provide services but also maintain everything smoothly and continuously to maintain harmony, devoting time, energy, intellect and emotions to improve the school. The school principal is a unique figure helps school: berimage about what to do, give guidance / encouragement and skills to make an estimate of the actual image.

In realizing this quality schooling clearly requires effective school leadership. Criteria effective principals are able to create a conducive atmosphere for students to learn, teachers to look and grow personally and professionally and the whole society to provide support and high expectations. if a high school principal has been able to seek sokolah meet the above criteria then it could be called the principal and the school effectively manages disehut successful (success full school). School leadership effectively is always associated with a position as a manager of learning (instructure manager), an inspirational leader (inspiration leader), resource managers (manager of resources), the expert organization (organizational expert), cultural leader (cultural leader) and advisory / protector teacher (teacher advocate).

Results of research conducted educational management experts concluded that school effectiveness is strongly influenced school leadership. While principals effectively marked three criteria: (1) Being able to create a conducive atmosphere for students to learn, (2) The teachers involved and grow personally and professionally, and (3) community support and high expectations. If a school principal may seek to 3 it is called the principal and the school

effectively manages referred to as school success or seen as a leading school brilliance tower is distinguished by poor school outbreaks characterized by pockets of weak school leadership. Blumberg and Greenfield's thesis can be used in both developed and developing countries with geographical and cultural background is different, even though these two things different principals must have had three such elements that thesis.

Performance is the ability of teachers and teachers' efforts to implement the learning tasks as well as possible in the planning of programs of teaching, learning and evaluation of the implementation of learning outcomes. Teacher performance should be achieved by the standards of professional capability for carrying out duties as a teacher at the school. In connection with the performance of teachers in implementing the learning activity, there is a task of professionalism teacher according to the law of the Republic of Indonesia Number 14 Year 2005 article 20 (a) on Teachers and Lecturers are planning lessons, implementing the learning process quality, as well as assess and evaluate learning outcomes.

HYPOTHESIS

The hypothesis of this study are: 1. Motivation of teachers' positive and significant effect on the performance of teachers, principals 2. Leadership positive and significant impact on teacher performance, 3. Motivation of teachers and principals Leadership positive and significant impact on teacher performance ,

RESEARCH METHODS

Research design In this study the authors used quantitative research framework as shown below:

Model Framework Research
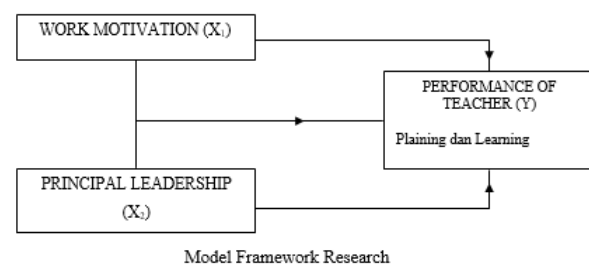
This research is a quantitative research using a population of 30 teachers SDIT Ghilmani and 1 principals to be investigated.

Variables used in this research there are two variables, namely the independent variables and the dependent variable. The independent variables (X) there are two variables, the first variable work motivation of teachers and school leadership variables. Work motivation of teachers include factors intrinsic motivation and extrinsic motivation. Motivation Instrisik form of

achievement and responsibility, while extrinsic motivation in the form of affiliate needs. The second is the independent variable of school leadership. The dependent variable (Y) is the performance of teachers in the form of planning and learning process.

RESEARCH INSTRUMENTS

As explained above, that there are three types of data collected in this study. The third source of data is based on three variables of the study, including data on variables X1, X2 data on variables, collected using a questionnaire and the data of variable Y drawn from the data documentation of standard ratings of teachers by principals SDIT Ghilmani who is the subject of research.

Before the questionnaire used as a data collection tool, first conducted an analysis of the validity of the instrument. This analysis is done through testing instruments. The trial is intended instrument, determine the feasibility of the instrument to be used as a research instrument. The trial instrument performed on all variables, namely variable Y (the teacher's performance), X1 (work motivation of teachers) and X2 (teacher ratings of principals leadership).

The use of instruments that are valid and reliable data collection, expected results of the research will be valid and reliable. Thus, a valid instrument is a requirement to obtain valid and reliable results.

DATA COLLECTION TECHNIQUE

In accordance with the variables mentioned above, there are three sources of data to be captured for the purposes of this study. Third data, namely: (1) data on job motivation of teachers who netted through a questionnaire, (2) the data teacher ratings about principals leadership captured through a questionnaire, and (3) data on the performance of teachers drawn from the data documentation of standard of teacher ratings SDIT Ghilmani who is the subject of research.

DATA ANALYSIS TECHNIQUE

Based on the hypothesis and variables of the study, the data analysis used were correlation analysis and multiple linear regression and partial test. The technique of data analysis in this study the overall use computer assistance with SPSS Statistics Program Series Package 17.00.

RESULTS ANALYSIS AND DISCUSSION
Work Motivation of the Teacher Performance

Correlations

		Work motivation	Teacher performance
Work motivation	Pearson Correlation	1	.934**
	Sig. (2-tailed)		.000
	N	30	30
Teacher performance	Pearson Correlation	.934**	1
	Sig. (2-tailed)	.000	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations matrix on the table, the correlation coefficient between Motivation to Work with Teacher Performance (0934) then there is a correlation that indicates the degree of relationship tinggiatauSig 2 tailed (0000) <α (0:01) so that Ho refused. So there is a relationship between two variables.

Principal leadership of the Teacher Performance

Correlations

		leadership	teacher performance
Leadership	Pearson Correlation	1	.932**
	Sig. (2-tailed)		.000
	N	30	30
teacher performance	Pearson Correlation	.932**	1
	Sig. (2-tailed)	.000	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations matrix on the table, the correlation coefficient between the principal leadership with teacher performance (0932) then there is a correlation that shows a high degree of relationship or Sig 2 tailed (0000) <α (0:01) so that Ho refused. So there is a relationship between two variables.

Regression test used to predict a variable (dependent variable) based on a variable or some other variables (independent variables) in a linear equation. As the table below:

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.935a	.874	.864	.80570	1.637

a. Predictors: (Constant), leadership, work motivation

b. Dependent Variable: teacher performance

Model Summary In the table, the column is the Pearson correlation coefficient (0935), which showed a high level of relationship between the dependent variable (Teacher Performance) with predictor variables (Work Motivation and Leadership).

ANOVAᵇ

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	121.173	2	60.586	93.331	.000ᵃ
	Residual	17.527	27	.649		
	Total	138.700	29			

a. Predictors: (Constant), leadership, work motivation

b. Dependent Variable: teacher performance

ANOVA table describing the kelinearan.Tabel test showed a linear relationship between predictor variables (Work Motivation and Leadership) with the dependent variable (Teacher Performance) .Sig (0000) <α (0:05) so that Ho refused. So there is a linear relationship between predictor variables (Work Motivation and Leadership) with the dependent variable (Teacher Performance).

Discussion

The result showed that work motivation with teacher performance (0934) then there correlation indicates the degree of relationship high or Sig 2 tailed (0000) <α (0:01) so that Ho refused. So there is a relationship between two variables. This means working motivation greatly affects the performance of teachers. Thus the teacher should improve motivation, because motivation to perform the duties of a teacher that is a state or condition which encourage and guide individuals in carrying out their duties diligently and continuously. In this research will reveal how much intensity the encouragement of a teacher in carrying out their duties without considering how many material benefits that would be obtained on its performance. So the emphasis of this research is on intrinsic motivation. As noted Prayitno (1989), the role of intrinsic motivation is very important in the world of education, considering the process of education is not knowledge of the transaction process with commercial principles. The process of moral education is a process that is not based on the interest to obtain material gain or profit margin per se, but rather guided by social goals.

Referring to the theoretical description above, it can be defined that motivation is one factor that determines the individual's performance. Large or small effect on the motivation of a person's performance depends on how much the intensity of motivation given. Differences in motivation to work for a teacher is usually reflected in the various activities and even his achievements.

Based on the above definition, motivation constructs can be formulated as follows. Teachers' work motivation is nothing but a process that is performed to move the teachers so that their behavior can be directed to the efforts to achieve the objectives that have been set. Work motivation described in this discussion is almost the same as other variables that influence the performance of teachers in primary schools, and secondary.

From a variety of topics as well as exposure to the definition of the concept of the above, implicitly motivated teacher work looked through: (1) the responsibility of doing the work, (2) achievements, (3) self-development, and (4) self-reliance in the act. Fourth it is an important indicator to explore teachers' work motivation.

While the results of the analysis between the leadership of the head teacher of school performance (0932), then there is a correlation that shows a high degree of relationship or Sig 2 tailed (0000) <α (0:01) so that Ho refused. So there is a relationship between two variables. It shows the principal leadership greatly affect the performance of teacher. with principals should be able to give a good example to all large families residing in the school environment. As the leadership of the Prophet Muhammad that have implemented the dormant qualities as a leader in their everyday lives, namely: Social Behaviour The Good, gentle However Resolute, Simple Living, Resolve and Patience, determination or willpower, Leadership, Administrators, and Consultants ,

According to the table Pearson correlation coefficient of (0935), which indicates the level of high relationship between the dependent variable (Teacher Performance) with predictor variables (Work Motivation and Leadership), being an ANOVA table describing test linearity showed a linear relationship between predictor variables (Work Motivation and Leadership) with the dependent variable (Teacher performance) .Sig (0000) <α (0:05) so that Ho refused. So there is a linear relationship between predictor variables (Work Motivation and Leadership) with the dependent variable (Teacher Performance). This shows the influence of motivation and leadership on teacher performance together.

Conclusions and recommendations

Based on the analysis and discussion of the results of this study concluded that:
1. There is a very significant influence among the working motivation of teachers on teacher performance in SDIT Ghilmani of Surabaya.
2. There is a very significant influence among the leadership of the principal on teacher performance in SDIT Ghilmani of Surabaya.

3. There is a very significant influence between motivation and leadership together on teacher performance in SDIT Ghilmani of Surabaya.

From the above conclusion is expected of all teachers is to motivate himself to devote himself to guide, educate and teach students so that they become useful for the generation Robbani religion, homeland and nation.

School principals as leaders are expected leadership prefers to excellent service for all customers both internal customer education (teachers, clerks, librarians, laboratory, etc.), as well as external customers (students, guardians of students, communities, stakeholders, etc.).

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TEACHING AND LEARNING STRATEGIES IN TARBIYAH INTERNATIONAL CLASS PROGRAM TO INCREASE ACADEMIC SKILL OF ISLAMIC EDUATION STUDENT

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ABSTRACT

This research background for the learning process in the International Class who have difficulties than the regular class, International Class using English and Arabic in the learning process in both the manufacture of papers, presentations, discussions and final exams, especially in the department of Islamic Education is dominated by Arabic language literature. Cannot be denied, that things like this must have an impact on teaching and learning strategies used by lecturers to hang the materials and develop the capabilities of students. The strategy that used is student centered, which makes the students active in learning which emphasizes that students can develop the skills and abilities to communicate and social. This research uses a qualitative approach, data collection techniques used were observations, interviews and documentations. Datas were analyzed using triangulation method with steps including data collection, data reduction, data presentation, and conclusion. The results showed that; The faculty often uses three learning strategies in International Class Program these are discovery learning, Index Card Matching and Focus Group Discussion, the learning process for development social and communication skills regularly in indicators each academic ability, the indicators also integrated by the Islamic concept in Qur'an and Hadith. Discovery learning impact on students be opened to help and understand the others and can be set up patterns talk is good or right, Index Card Matching an impact on the students to have an attitude that always altruistic and have knowledge in communication both committees and individuals, and Focus Group Discussion impact on students in the form of student apparent in presentation, honest in arguing, fluent in speaking and responsible towards the information and understand the needs of others.

Keywords: learning strategies, communication skills and social skills

In classrooms across the country, educators are working to raise the achievement of all students to ever-higher levels. Yet, often missing in discussions about how to raise academic performance is the way in which individual students go about learning. One aspect of student's approach to learning is his or her use of learning strategies. (Pyrothere & Clarke, 2008) From this statement, learning process is very need strategy to create class condition and reach the goal of learning. Learning strategies are instructional strategies that have been developed to assist students with learning difficulties, because not all students can get the point of lecture explanation.

Ongoing the student understanding, student learn strategies and skills best when at least part of the instruction is incorporated into regular subject matter classes, to acquire more integrate most cognitive processing skills including learning strategies, problem solving, reasoning, decision making, and critical thinking. Students need guided practice and feedback (Anderson, 1985). By providing these experiences, content-area lectures can play a larger role in helping students develop effective learning and study strategies.

While universities are clearly responsible for the discipline-specific skills, they have become more involved in the broader skill development, weather this development is overt and intentional or not. Currently, many of the resource, courses and programs mentioned I this report already exist in pockets within university communities.

Now a day, Indonesian universities compete to reach international reputation as World Class University (WCU). They develop campus or institution based on international standard program like International Class Program (ICP) or International Undergraduate program (IUP). So some of them, have learning strategies development program, named by International Class program (ICP) as the best grand program in learning strategy based on student's department. Like University of Indonesia (UI) that make International Undergraduate Program for 15 departments such as Science Faculty. Gajah Mada University (UGM) that make International Class for some departments in doctoral faculty and law faculty, and Maulana Malik Ibrahim State Islamic University (UIN Malang) that make International class program for 8 department in education (Tarbiyah) faculty and law (Syaria) faculty. every campus have own program, strategy and relation to realize ICP in learning process based on department use foreign language, as fast as possible to get the world university reputation.(Santoso, 2015).

The aims of this program are not just encourage campus be World Class University, but can give new education atmosphere to student and lecture. Teaching and Tarbiyah science faculty of UIN Malang was beginning of implementation this program, ICP Tarbiya uses English and Arabic to be second language in learning process. And the learning process uses the best learning strategy to accelerate student's subject understanding and lesson mastering.

As we know, ICP of Teaching and Tarbiyah Science Faculty successes to create better output than regular class. Tarbiyah International Class Program students have many achievements based on their department or another sides, like be the winner of academic competitions, be presenter in national and international forum or conference, and international recognition with international teaching practice program in Malaysia and Thailand. Not only that Tarbiyah International Class students have good teacher character, self-leadership, and high cumulative score index (IPK). These academic achievements are the provident of the success in Tarbiya's International Class Program development. Is learning strategy be influence of this? According to Arti Kumar that –a student performance or grade is assessed by comparing his or her achievement against clearly stated standard or criteria for expected learning outcomes. (Kumar, 2007) and the achievement goal orientations are presumed to differ as a function of situational demands. As well as to vary across individuals.

Not only does the university meet the criteria of funding plan, the powerful leadership that can visualize the student's and lecture's voice becomes necessary in getting academic skill achievement. Observed by researcher, the program have qualified standard, it is seen the mobility of students, lectures, and other academic staffs that can activate the implementation of grand concept in ICP. But, not all the lectures mastering the international language, international experience learning and workshop international best learning. So, not all lectures can maximize the learning process in academic skill development.

In Tarbiyah International Class Program there are fourdepartment, these are Islamic education department, social science education department, Arabic department, elementary department and Islamic education department is one of department that using Arabic and English language be primary language in learning process. So, it faced more complexity problem than other departments.

From the exploration of international standard classroom, lecture learning strategy that used in learning process, academic skill that should explored in university context, nature learning that can involve student skill. Tarbiyah International Class Program as common views for student achievement of some departments in Tarbiyah International Class Program student especially Islamic education student of Islamic University Maulana Malik Ibrahim of Malang. As the result, the researcher focused on the learning strategies that used by lecture to increase academic skill especially communication and social interaction skill to Islamic education student in Tarbiyah International Class Program.

METHOD

The chapter elaborates the research method of the study. It covers the detailed description of research design, attendance of the researchers, research instrument, data and data sources Data collection, data analysis, and research procedure.

The researcher adopted a qualitative approach. This research exploits case study design that has aim to comprehend social phenomenon (Pout & Hunger, 1993). Data collection methods are triangulated through data sources, theories, and investigators. This research is conducted in tarbiya's international class program of teaching science and Tarbiyah Faculty of State Islamic University Maulana Malik Ibrahim of Malang. Data collection of this research is done through participation observation, indepth interview and documentation.

RESULTS AND DISCUSSION
Formating Learning Strategies

The first time student entered in International Class Program that used International or foreign language. Not all the students can learn and understand about the material that explained. Because all the learning processes are used English or Arabic language in presentation, explanation of lecture, discussion and paper writing. Certainly, this gives influence of student with the material understanding especially academic (social and communication) skill development.

But, according to student, it happens only in second and third semester generally. To build adaptation is need socialization and reforming the learning strategies that used by lecture that suitable with International Class Program student,although according to some lectures, English and Arabic are language guidance that all material use English and Arabic literature and translate to foreign language well Islamic material like Qur'an, Sharia, and Aqidah. Also education material likes curriculum development, learning technique, and all education subjects.

Refer to chapter before, there are three kinds of learning strategies that usually used by lecture to make learning process be conditioned and related with academic skill especially social and communication skill, there are three kinds of strategies that used by lectures in Tarbiya's International Class Program. These are Discovery Learning by Dr. Rosyidin M.A, Forum Group Discussion with Independent Study by Triyo Suprayitno, Ph.D., and Card-Matching by Istianah Abu Bakar M.A. Here is the learning strategy.

Framework of Teaching and Learning in ICP to incresae Academic Skill
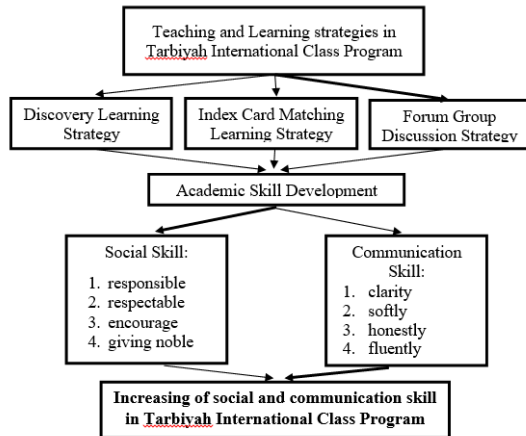
Implementation of Learning Strategies for Social and Communication Skill Development

Commonly, every learning strategy has code or system in implementation. Well lecture will make teaching plan or make general description. Learning strategy plan should focus on two distinct kinds of learning: organizational and personal. Organizational learning is achieved through research and development, evaluation and improvement cycles, workforce and stakeholder ideas and input, best-practice sharing, and benchmarking.

Discovery Learning

There are some processes in learning strategy implementation, and the process has the steps itself. Start from the preparing learning until the evaluation way to create effective learning implementation, the successful of the learning is not depend on lecture, but the most important is in student responds. In international class program, lecture more prepares well the learning than regular class, because of some factors. Like Mr. Rosyidin Learning that usually used by him, namely Discovery learning in Islamic law subject.

When we asked about the implementation process of discovery learning to Mr. Rosyidin, there are five Steps-by-steps application

method of Discovery Learning. According to Muhibbin Shah in applying the strategy of Discovery Learning in the classroom, there are procedures that must be implemented in teaching and learning activities in general as follows (Muhibbin, 2004): simulation, problem statement, data collection, data procession, and verification/generalization.

As Muhibbin Syah explained that first at this stage students are faced with something that causes confusion, then proceeded to not give a generalization, that the desire to investigate itself.And then Mr. Rosyidin also gives four steps that collaborated data collection and data procession. So, he used four steps to implement the discovery learning strategy. First, he gives simulation or the stimulation of material background. Second, lecture and student identifies and decides the relevant problem to looking for the hypothesis. Third,lecture gives chance to student find the data and present general statement of material and problem. Fourth, the lecture helps student to explore the data and process to get the interpretation of data finding. From these steps, Mr. Rosyidin covered good step in implementation of discovery learning strategy.

Social skill is more strengthen here, as we asked to student namely Fahmi Fardiansyah that Discovery learning strategy implemented with the indicators complement, he describes enhanced the learning strategy as a process that involves preparing the learner for the discovery learning task by providing the necessary knowledge needed to successfully complete said task. In this approach, the lectureis not only provides the necessary knowledge required to complete the task, but also provides assistance during the task. This preparation of the learner and assistance may require some direct instruction.

So, observation gives result that there are indicators goal development related with process implementation: (a) social skill development process based on learning implementation in group discussion learning strategy. These are encourage indicator makes student discuss with team work include the leader and writer, responsibility makes Students explain again or give clarification, respectable makes student Another friend tries to accept and discuss the argument, and the last is giving noble makes students learn and respect when friend give reason, (b) communication skill development process based on learning implementation in group discussion learning strategy, these are clarity makes After explain, students give example, softy makes Students Give example and call another friend with "Mbak" and "Mas", Honestly makes Students present based on literature, and the last is fluently makes Students

use body language and not focus on literature, can explore.

Index Card Matching

Card match is the learning process based on the game, this method is quite fun strategy used to repeat material that has been given previously. However, much of the new material can still be taught by this strategy with notes, learners are given the task of studying the topics that will be taught in advance, so that when entering the classroom they own stock of knowledge in applying the Index Card Matching learning strategy. When we asked about the implementation of index card matching learning strategy in fourth semester of Islamic education English class, Mrs. Istianah explain the step-by-step of realization. She hoped the card match can develop the communication skill after that social skill, she has perspective that these academic skill cannot separate, and they will be one product learning goals.

And then, observation gives result that there are indicators goal development related with process implementation: (a) social skill development process based on learning implementation in group discussion learning strategy. These are encouraging indicator makes Students implement good discussion atmosphere with supporting each other, responsibility makes Students explain again or give clarification, respectable makes student Another friend tries to accept and discuss the argument, and the last is giving noble makes students Learn and respect when friend give reason, (b) communication skill development process based on learning implementation in group discussion learning strategy, these are clarity makes Student tries to explain well based on point to point, softy makesstudents enjoy and fun learning, discussion and learning used speaking way and soft communication, Honestly makes Students present usually not based on literature, because this learning is game, and the last is fluently makes Students use good speaking and give response as good as possible.

Forum Group Discussion

Discussion learning strategy is strategy to group discussion is a group of people are asked about their perceptions, opinions, beliefs, and attitudes towards a product, service, concept, advertisement, idea, or packaging. Questions are asked in an interactive group setting where participants are free to talk with other group members. So, observation gives result that there are indicators goal development related with

process implementation: (a) social skill development process based on learning implementation in group discussion learning strategy. These are encourage indicator makes student creates great discussion atmosphere with focus and supporting each student, responsibility makes student discuss with the literature book and give strengthen each other, respectable makes student Discussion team encourages and understands friend argument, and the last is giving noble makes student gives more attention to other friend, (b) communication skill development process based on learning implementation in group discussion learning strategy, these are claritymakes student tries translate and explain based on discussion result, softy makes Student use good speaking with family language In the discussion, Honestly makes student present usually not based on literature, because this learning is game, and the last is fluently makesstudent prepare the speaking before give argument, so it can make student speak fluently.

Social and Communication Skill based on Islamic Perspective

The resource of knowledge is Qur'an and hadith, based on this statement, researcher want to explore more about social and communication skill in perspective in Qur'an and hadist. Researcher believe many theories that explain detailed more than common theory that written in third chapter. in this sub chapter, researcher will show and analyze verse that explain social skill and communication skill that should had by people.

Social in Arabic is Ukhuwah and Communication in Arabic is Qoulan. As explain before, Ukhuwah (social) has five types or grades these are Ta'aruf, Tafahum, Ta'awun, Takaful and Tarahum. Then, Qoulan (Communication) has Qoulan Kariima, Qoulan Maysuro, Qoulan Syahiida, Qoulan layyina, and Qoulan Baliigho (Sofyansauri, 2011).

Impacts of Teaching and Learning Strategies for Social and Communication Skill

The discussion of the study shows that there are a significant impacts to differ when the learning strategy between traditional learning and used active learning strategy. Both of learning strategies have way to reach and develop academic skill especially social and communication skill of student Personal skill. It is a way for people to assess their skills and qualities, consider their aims in life and set goals in order to realize and maximize their potential.

Discovery Learning

When we asked to student about the impact of discovery learning in their social and

communication skill that "discovery learning teach me to have good sociality and communication to present the argument in order to be perfect, give respect and encourage to other friends". Discovery learning pushes students to a deeper level of understanding. The emphasis is placed on a mastery and application of overarching skills. (Bowell, 1998) This is explained that Mr. Rosyidin learning strategy that used in sixth class of Islamic education is suitable strategy. Because, every indicators give impact to create good student in social and communication skill.

This is related by lecture statement that "impacts of learning in two hours can observe the development, the goals this learning is not all in every day,the impact is how student can involve their selves outside the classroom and explore their selves and their knowledge to the academic and society." Because, there are many benefit things to be a provision for their social life future, Teaching students with the notion of discovering, critical thinking, questioning, and problem solving skills is one of the main principles of scientific learning in 2013 curriculum implementation, student practice the learning process in another context learning, so they always practice continuously the theory to real action. In order to after they graduate they can implement it their selves.

The last discussion, discovery learning strategy gives advantage or impact in social and communication skill,for social skill makes student be aware to help and respect to each other like hearing the presentation and give feedback or argument of friend, for communication skill makes student be managed of speaking attitude well as group or audience.

Index Card Matching

When we asked about the impact of index card-matching to the student, Dahlia El-Hiyaroh said that "We got a new science of how I should be good at the discussion, such as how to explain in accordance with the key points and use polite language has been built in this learning"it is clear that the index card-matching is veryfunction in delivering learning materials. Need also into consideration that the material in respect of with dimensions of affective and psychomotor, and no matter whomregarding the affective dimension, all of whichapproach requires different methods (Ismail, 2006).

This statement encouraged by Mrs. Istianah that "besides that, the impacts are their skill in working together to find solutions to problems and expression could have been better using the English language is smooth and firmly believes." She always wants to gives the best

learning strategy because the use of a good and effective teaching technique is very crucial in the process of learning goals development.

The last discussion, Index Card-Matching gives advantage or impact in social and communication skill,students have encourage attitude, responsible, respectable, and give noble to prove that student develop their social skill, and they practice and implement their development in communication like they have clarity in their speaking, softly in communication, honest in the argumentation, and fluently in presentation.

Forum Group Discussion

Make group discussion be translator to the social and communication skill is the aims of this learning process and plan.to be the famous learning strategy, FGD (forum group discussion) is more intention to the communication skill. When we asked to student about the impact, he said that "Some of the indicators that I could have the data from this study is that I can know once practiced science presentations in person, and I have to learn to respect the opinion of friends with good communication."Communication is based on how a message is delivered and how it is received. Miscommunication occurs when one person doesn't deliver information in the same pace or priority as the other person processes (Key, 2016).

The last discussion, forum discussion learning strategy gives advantage or impact in social and communication skill, students have encourage attitude, responsible in their statement, respectable to another friend, and give noble for another student to prove that student develop their social skill, and they practice and implement their development in communication like they have clarity in their speaking, softly in communication, honest in the argumentation, and fluently in presentation to prove that student increase communication skill.

CONCLUSION

Dealing with the learning strategies that used by lectures in Tarbiyah International Class Program, there are three kinds of strategies that used; these are discovery learning strategy, index card-matching learning strategy, and forum discussion learning strategy. This identification was getting result that they have own planning, procedure, technic, and goals learning in academic skill development. Academic skill especially social and communication skill that increased is balanced with the learning strategies process, balanced means that the goals indicator are related with step by step of learning process and social-communication skill. Lectures used these strategies are not only because of the situation and condition. But, also the academic skill indicator that wants to

increase by lecture, so these strategies are directed to the aims of institute and society damage that university student mastering subject and understanding social environment.

Dealing the impact of learning strategy that used to develop social and communication skill in Tarbiyah International Class Program of Islamic Education Student give some enhancements like Discovery Learning strategy deliver student be appreciate and honor, student have management and avocation, student has conscientious soul, student has humble or modest behavior, student has smooth speaking, student has correct and valid speaking, and student has articulate style in speaking. And then Index Card Matching delivers student has advanced thinking, student has accountable mindset, student has appreciated and honor attitude, student has humble, and student has arrangement speaking. And the last Forum Group Discussion delivers to student has accountable mindset, deliver student has appreciate and honor attitude, student has smooth speaking when presentation, student has correct and valid speaking when give argument, and student has articulate style in demonstration.✍

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SELF-DIRECTED LEARNING GRASPING EXPERIENCE LEARNING MODEL FOR CURIOSITY GROWTH AND INDEPENDENCE OF STUDENT LEARNING PROCESS

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ABSTRACT

Curiosity and Independence of student learning should be further developed and nurtured from the beginning, during the lecture to graduate studies; considering the challenges and demands of life they will face, especially in the world of work tend to be increasingly complex and competitive. The results of previous studies show that curiosity and independent learning college graduates who are working is still considered low. Using research design development version Borg and Gall (1983) which was adapted, first stage of this research has yielded data: (1) the level of curiosity and independent learning level of students (91% and 88%) respectively classified as very low; and (2) the main inclination of student's leaning style is a combination between learning style watching and learning style doing, with the proportion of 40.8% and 43.9%. The combination of learning style feeling and learning style thinking proportion is only 9.2% and 6.1%. Therefore, students prefer to learn through direct field's observation and at the same time prefer to gain experience in a real practice; then the learning model SDL orientation Grasping Experience (GE) is validated theoretically by relevant experts, is believed to be appropriate for the cultivation of curiosity and independence of student learning.

Key words: curiosity, self-directed learning, learning style, grasping experience.

Curiosity and independent learning is the existence of two attitudes that can be mutually reinforcing. Curiosity can trigger and stimulate the formation of independent learning attitude; and independent learning can answer/meet a person's taste or attitude of curiosity. Curiosity is interpreted as a spirit, passion, drive, or desire to know something or many things. The motivation that always upgrading, updating, and adding science is the characteristic of people who have high curiosity. Therefore, they never stop wondering about something and never stop looking for answers about something; they learn and continue to learn.

Independent learning is an attitude or habit generated or formed through a process of self-learning which is done in a sustainable manner. Self-learning simply interpreted by Knowles (1975) as a learning process on the initiative basis and responsibilities of learners, either with help or without help from others as educators. The material to be studied, learning strategies that will be pursued, learning methods and media to be used, as well as evaluation of learning were used selected and determined entirely by learners. While educators are more required to portray himself or herself functioning as facilitators of learning, the more relief services amenity.

Preliminary study for graduates of Universities in Malang City who are already working in the formal sector of the range of three years and clearly has not worked the same range, the results show that their curiosity and learning independence classified as very low. Their motivation for upgrades, updates, and added knowledge through self-learning is also very low. They feel the knowledge they had, have sufficient capital/stock work; so that they feel lazy to learn independently. The indicators are:(1) almost all of them are very rarely read the information/readings from various sources/media learning, especially reading books, and (2) most of them from working until now has not been following the activities of capacity building through training, workshops, seminars and forums.

College through various departments and study programs required to produce quality graduates and highly competitive in terms of intelligent, ready to compete in the world of work and ready to adapt or respond to changes/progress quickly and accurately. To that end, the quality of learning process (lectures) in the College should be improved. The approach should be Andragogis, the model should be transformation, the material should be thematic inspiring, methods and media to be more varied, and the interaction should be dialog persuasive. If this can be organized programmatic, sustainable and consistent; it is believed that universities can produce graduates who are qualified and highly competitive. They are not only smart academically/intellectually adequate bookish knowledge; but they are also socially intelligent, emotionally intelligent, spiritually intelligent in the sense of having adequate soft skills; included curiosity and independence of adequate learning.

Some research development of transformative learning model that has been done, including by:

Sucipto, et al (2009), Hardika and Supriyono (2010), Moedzakir and Rashad (2013), as well as Sopingi, et al (2014). The results of the four studies, shows that transformative learning can improve the effectiveness in the learning process. The research of Sucipto, et al (2009) showed that the transfer of learning process can stimulate the increase of creativity and independent learning of students if the learning process conducted by lecturers who have the ability of acting out or functioning himself as anappropriate facilitator of learning in the lecture.

The research of Hardika and Supriyono (2010) found that transformative learning model based on "learning how to learn" has been able to promote changes in the student, which was showed by the increase activity of students in following the process of lecture. The research of Moedzakir and Rashad (2013) found that transformative learning can enhance the effectiveness of learning process, especially at setting of non-formal and informal education. While the research of Sopingi (2014) shows that the lecturing process so far has not been able to encourage the increase of curiosity and independent learning by students during lectures optimally. The lecture process is more geared to the ability of professional-technical mastery learning materials (subject matter), and has not directed to the personal-emotional abilities of students in learning.

Kolb (2003) states that a student has a learning style that is different. Learning style is classified four types, namely: (1) watching, (2) doing, (3) feeling, and (4) thinking. The effectiveness of the process and outcomes of learning is strongly influenced by the accuracy or appropriateness of the approach and transformative learning model used/developed by the category of students' learning styles. The implementation of SDL learning model in lectures tailored to the specific learning style or combination learning style; is believed to significantly improve the quality of the learning process as well as to improve the quality of learning outcomes.

The term self-directed learning (SDL) related to self-control in learning (Bandura, 2006), and this is one capability that should be owned by every learner. Conceptually, self-directed learning is variously understood by a number of experts, and here are some of them.

According to Knowles (1975), SDL is a process in which individuals take the initiative, with or without the help of others, in diagnosing learning needs, formulating learning goals, identifying human resources and materials for learning, choosing and implementing appropriate learning strategies and evaluate the results learning. Wedemeyer (1971) states that SDL is a person learns independently, have the freedom to learn without having to attend lessons given in the classroom educators. Meanwhile, according to Gibbon (2002), SDL is the improvement of knowledge, skills, achievements, and develop themselves in which people use many methods in many situations every time. SDL is necessary because it can give learners the ability to perform tasks, to combine the development of ability with the development of character and prepare to learn throughout life. Therefore, SDL include how students learn every day, how to adapt to rapidly changing circumstances, and how to take the initiative themselves when an opportunity does not happen or does not appear.

Caffarella and Merriam (2004) define SDL as a process in which learners take a major initiative to plan, implement, and evaluate learning activities undertaken. The same thing is stated by Candy (1988) that the SDL can be considered a process where learners gradually control the learning is done or as the ideal end point where the SDL can be developed. According to Long (in Tennant, 2006), SDL is a mental process that is usually accompanied and supported by behavioral activity which includes the identification and information retrieval. In SDL, learners deliberately accept responsibility for making decisions about the purpose and the work done so that learners themselves are the agents of change in learning.

From the opinions above, it can be concluded that self-directed learning (SDL) is the ability of individual learners to be able to think, plan, choosing learning strategies, and evaluate its performance so as to resolve the problems faced effectively. Briefly, SDL can be understood as the independence of learners in their learning process. Self-directed learning activities is to increase the knowledge, skills, accomplishments, and developments of individual learners who started their own initiative to learn planning their own learning (self planned) and conducted themselves (self-conducted), recognized the need to learn, learning objectives, create learning strategies, assessing learning outcomes, as well as having responsibility become the agents of change in learning.

Transformative learning model, self-directed learning specifically developed to enhance the existing model of transformative learning and expected to be able to trigger more effective for changes in self-learners in learning. Therefore, SDL learning model is developed by considering the theoretical framework of the following: (1) that every student has the characteristics that are diverse in learning. Transformative learning model development, especially SDL should consider

aspects of the preferred learning style of each student, in particular version of Kolb (2003); and (2) the diversity of approaches used in transformative learning including SDL, as a rational approach-cognitive developed by Mazirow (1978), the approach emancipatory by Freire (2000), personal-psychological by Boyd (1989) and Low& Nelson (2005), as well as spiritual-integrative approach by Dirkx (1998) and Healy (2000). Each approach has different ways to trigger a change in the "frame of reference" on the learner. Based on two theoretical framework that, then the right transformative learning model is developed and believed to be capable of being an effective trigger for a change in self-learners (students); SDL is a learning model tailored to diverse learning style of learners.

METHOD

This study used research and development design from Borg and Gall (1983), adapted stages. Based on the guide-line of Borg and Gall, there are ten steps / activities that must be taken in the research development, namely (1) investigate and collect information, including reading the literature, observe classes, and prepare a report on the development needs; (2) planning prototype components that will be developed; (3) develop an initial prototype; (4) conduct limited testing of the initial model; (5) revise the initial model; (6) conduct field trials; (7) to revise the product; (8) operationally conduct field trials; (9) did the final revision to the model; and (10) the dissemination and distribution of the various parties.

Implementation phases of this study was adapted into two phases during two years. Firstyear' phase in 2016 will be implemented step/activity 1 to the steps/activities 3; while the second year' phase will be implemented in steps/activities 4 to the steps/activities 10. On the first phase of one year, this study used exploration design study targeting the description details of (1) the level of curiosity of students, (2) the level of independence of student learning, (3) student learning styles and patterns of self-directed learning (SDL), which developed among the students, and (4) arrangement of early prototype SDL learning model based on students' learning style to develop curiosity and independence learning of students validated by the expert.

On the second phase of the second year, this study used the trial design (semi experiment) as a three-phase control. The results of trials test/development in phase 1 compared to the results of phase 2 and phase 3. Targets of the second year of research was

obtaining a description of: (1) the level of curiosity and the degree of independence of student learning at every phase of testing/development, (2) the chronology of the process SDL grasping orientation-based implementation in transformative learning experience, (3) the influence of the learning model SDL grasping orientation experience on the level of curiosity and independence of student learning, and (4) the feasibility of SDL grasping orientation learning model for disseminated on a kind of broader context.

The data source of this research in the first year was student class of 2015 who are still studying in the Faculty of Education, State University of Malang (UM FIP). The respondents are FIP UM students who were selected randomly by the number 150. Furthermore, of the respondents were selected 30 people who were considered to represent the students of six majors in FIP UM (BK Department, AP, TEP, KSDP, PLS and PLB) for Focus Group Discussion (FGD) on learning styles and patterns of SDL. For theoretical validation purposes (expert testing) of the draft prototype model, then the data source is a transformative learning experts, in particular SDL experts and linguists.

In this research, there are two dependent variables and one independent variable. The dependent variable include: (1) curiosity of students, and (2) the independence of student learning. While the independent variables which are supposed to influence are: learning model self directed learning (SDL) orientation grasping experience (GE). Variable curiosity and independent learning of students dug through a self-assessment questionnaire. The data obtained in the form of scores with Likert scale. Variable SDL specifically about scale and orientation in learning, and also the growth of SDL patterns among students collected through questionnaires and deepened by a focus group discussion (FGD).

Student learning styles based on the classification David Kolb (2003), which includes 4 substance of experience, namely: learning styles watching, doing, feeling, and thinking. Combined learning styles watching and doing so-called learning orientation "grasping experience" for the acquisition of experience. Combined feeling and thinking learning style called learning orientation "transforming experience" to the process of transformation or change the experience. The process of explaining that experience as a substance and meaning can only be obtained through viewing (watching) and do (doing). Meanwhile the process of modification can only be possible using "thinking" and "feeling".

Learning model prototype development SDL-GE includes the following variables, namely (1) the

component models, (2) the syntax of the model, (3) implementation guidelines, (4) ease to learn, and (5) the attractiveness of the model. These variables will be validated by experts transformative learning, learning technology specialists, and linguists.

The research instrument used for exploration studies are questionnaires and focus group guidelines. The questionnaire used to obtain written information related to students' curiosity and independence as well as the SDL particular learning styles of students. FGD guidelines used to perform deepening, clarification and triangulation of data obtained from the results of the questionnaire; especially for the determination of learning style and orientation to be tested.

Data collection techniques in this research is the engineering phase 1 questionnaire and FGD techniques. Mechanical questionnaire was used to collect and record data on curiosity, independent learning, and learning styles of students. FGD techniques used to explore more qualitative sailed on the style and orientation as well as SDL alleged pattern corresponding to be attempted. The analysis technique of the data used in the study phase 1 is a descriptive analysis techniques and techniques of discourse analysis. Descriptive analysis techniques are used to describe the distribution and category level of curiosity and independence level of student learning. Contents analysis technique used to qualitatively describe more about the style and orientation of learning that tend to appear predominantly among students.

Data collection techniques in phase 2 studies are questionnaires and observation techniques. Mechanical questionnaire used to measure the level of curiosity and independence of student learning at every phase of testing/development. Observation techniques are used to record the dynamics of the chronology of the implementation of the learning model SDL grasping orientation experience in every trials phase. Data analysis technique used in phase 2 research is comparative analysis and discourse analysis techniques. Comparative analysis technique used to determine differences in test results of phase 1 trials, phase 2, and phase 3 while recognizing the significance of the influence of the model is tested against an increase in curiosity and independence of student learning. Discourse analysis is used to explain and review the key findings / specifically associated with the model tested in each phase.

RESULTS AND DISCUSSION
Results

Before drawing up the learning model of self-directed learning orientation grasping experience (SDL-GE), first performed excavations on learning styles and patterns of student self-directed learning. Learning style is needed to know what learning style most favored by students. Patterns of self-directed learning is required to determine the level of willingness and student independence in learning. Two things are very necessary as consideration for the development of learning model SDL. Extracting data about student learning style survey research conducted by distributing questionnaires to students at UM FIP. To complement and deepen the results of a survey conducted focus group discussions (FGD). Extracting data about patterns of self-directed learning that developed among the students is done through focus group discussions (FGD).

From the survey data showed that: (1) the level of curiosity and independent learning level of students (91% and 88%) scored 1-4 in the range of 1-10. This means that the level of students' curiosity and independence as very low; and (2) there are two main trends leaning style models that develop among students, the learning style by watching and doing, with the proportion of 40.8% and 43.9%. The survey results are in line with the conclusions FGD generally found that students prefer to learn through direct observation to the field and at the same time could put it into practice so as to obtain practical experience significantly.

FGD with students related to the patterns that develop self-directed learning among students FIP UM, can be summarized as follows: (a) the willingness of students to learn independently (self-learning) is still very weak (not appear); (B) the participation of students in the lecture tend to be passive, and the discussion in the classroom tend not / less developed, as a result of (i) the unpreparedness of students in following the lecture, because it is not known resource materials that will be studied at each session, (ii) lecture material delivered by a lecturer in general tend not in line with the RPS lecture given at the first meeting; (C) the habit of students to read textbooks ingredients lectures much less, as a result of (i) do not have or do not want to borrow textbooks available in the library, (ii) textbooks used lecturer in general foreign language (English) , so this makes more and more students are lazy to read it because it is less understand its contents; and (d) completion of the course assignments, such as writing a paper, etc., usually done on the eve of the deadline for the collection and was done in a hurry and tend to copy and paste the "materials" available in cyberspace (Internet).

Referring to the learning style developed by David Kolb (2003), it is believed that any revision basically contains four substances experience,

namely: watching, doing, feeling, and thinking. In the first two aspects, namely watching and doing, meaning-oriented "grasping experience" for the acquisition of experience. Then the other two aspects, namely the feeling and thinking, meaning-oriented "transforming experience" for the transformation or change the experience. The process of explaining that experience as a substance and meaning can only be obtained through viewing (watching) and do (doing). Meanwhile the process of modification can only be possible with the use of the mind (thinking) and emotion (feeling).

The fourth of these substances, according to Kolb, integrated with four stages of the learning cycle consisting of "concrete experience", "abstract experience", "reflective observation" and "active experimentation". It thus gave birth to the understanding that the feeling produced "concrete experience", thinking led to "abstract experience", watching led to "reflective observation" and doing yielded "active experimentation". Further described by Kolb that the dynamics of the interaction of the four substances and the four stages of the learning cycle that spawned four fusion activity, which diverging (feel & watch), assimilating (think & watch), converging (think & do), and accommodating (feel and do). Also, the four alloys and fourth stages of the learning cycle are linked by a continuum line processing (processing) and perception (perception).

Based on this trend, the design of a transformative learning model that should be developed in accordance with the characteristics of FIP UM student is learning model SDL orientation Grasping Experience; to obtain maximum learning outcomes of the learning process is more oriented on providing experiences observing and acting directly. That is, the design of the model developed more emphasis on field observation (watching) and also conduct field practice (doing).

The learning model Self-Directed Learning Orientation Grasping Experience (SDL-GE) to be attempted, thought to be in accordance with the conditions and characteristics of the students. This model was chosen with several considerations, especially the learning style and patterns of student self-directed learning. The element model of transformative learning developed in this study consists of: (a) component of the learning model SDL-GE, (b) syntactic learning model SDL-GE, (c) implementation guidelines for learning SDL-GE, (d) ease of learning model SDL -GE to learn, (e) efficiency, and (f) appeal SDL-GE learning model which was developed.

As for the draft design study model SDL-GE which is compiled/developed in this study using a procedural model. SDL learning model components include a combination of learning styles watching and doing; so that proper orientation is grasping learning experience. Design SDL-GE developed according to learning style tendency shared by most of the students. The learning process is applied to the SDL-GE activities aligned with the learning style of the participants, either face to face, and the model of assignments to be done by the participants. With the implementation of SDL-aligned GE which is tailored to students' learning styles and types of task (assignment) given, is expected to enhance the effectiveness of learning at the same time is able to be an effective trigger for growth and development curiosity student learning and independent learning. The syntax for the implementation of the model SDL-GE includes a step which can be succinctly described as follows: (1) Orientation and uppercepsion learning activities in PT, (2) Observe the implementation of best practice student, (3) Exercise doing SDL Structured, (4) Exercise develop self-learning design, (5) Prepare proposals PLS model development program, and (6) Reflection.

CONCLUSIONS AND SUGGESTIONS

The conclusion of the results of this study as follows: (1) The level of curiosity and independent learning level of students (91% and 88%) scored 1-4 in the range of 1-10. This means that the level of students' curiosity and independence as very low; (2) Learning styles are commonly owned and developed among the UM student FIP is a learning style by watching and doing (40.84% and 43.87%) These results were confirmed by FGD that students generally prefer to learn through observation field and practices. Combined watching and doing learning style this sort of is more oriented towards grasping experience to the process of acquiring the learning experience more meaningful and effective for students; only a small percentage of students learning style combination of feeling and thinking or oriented transforming experience; (3) The pattern of self-directed learning that develops among students FIP UM, is not yet clear, because (a) the willingness of students to learn independently is still very weak; (B) passive in following the lecture; (C) will and ability to read textbooks college students is very less; and (d) completion of the tasks of lectures conducted in haste and tend to copy paste from internet; and (4) SDL Learning model developed is the SDL model oriented grasping experience by watching and doing. The learning model is still an early draft of which needs to be enhanced through the validation of theoretical and limited test (empirical validation) and to the need to continue to study the second year

(2017), so as to obtain a model that is really able to trigger effective for a flowering of curiosity and independent student learning.

Based on the research findings, it is recommended to develop a learning model design-oriented self-directed learning experience grasping, which is a combination of learning styles and learning styles doing watching. With SDL learning models that are tailored to their learning style and orientation, then the growth of curiosity and independence of student learning is expected to run more smoothly and achieve maximum results.

To obtain the proper model design and functional applicability, it is necessary to improve the model through advanced research activities, particularly the limited field trials to obtain empirical validation. Given the characteristics of the diverse learning styles of students, and unclear patterns of self-directed learning students who will be targeted implementation of this model.

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CONTRIBUTIONS CHARACTER EDUCATION FOR ARRANGEMENT LIFE OF THE NATION

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ABSTRACT

Character is an essential part in life of the nation. Character is a special feature of a person as a result of the formation of a particular field or space. The purpose of this paper is to explain how character education contributes in structuring life of the nation. Character education needs to be nurtured from an early age because children are the future generation that will determine the survival of the nation and the state. Reality is happening in many countries, including Indonesia which is currently still the existence of corruption, lack of self-awareness to pay taxes and the rampant spread of drugs. It can be overcome and prevented through character education. Character education is a conscious and deliberate effort that made to establish and develop an individual character. Education involves three elements, that is family, school and community. Life of the nation is very dependent on the survival of future generations in implementing the noble values and uphold the ideology espoused the nation and the country. Thus the character education is very influentially in national life.

Keywords: contributions, character education, life of the nation.

Character is the identity of the individual. Meanwhile, the state will never stand without the individual. Therefore, the state is a collection of individuals who live in a particular area, which have the awareness to live together, bound by the rule of law. Every country basically has the aim of making the lives of its citizens live well and prosper. As the reality of the imaginary, the real purpose was prosperous and affluent size lies in the people who live and live in the country.

A philosopher, Cicero argued that the character of the citizens, is the nation's welfare (Lickona, 2013). Additionally, Lickona (in Wibowo, 2012) stated that a nation was heading for the brink of collapse, when the characters spout. Therefore, the character is an integral part in the life of the nation. As stated above, the individual character which leads to the state can never be separated from the world of education. The world of education to be very influential on the formation and development of character through education because children get knowledge and be able to develop their potential. Education involves all aspects of a person's environment, from family, school, community, and country.

Character education needs to be nurtured from an early age because children are the future generation that will determine the survival of the nation and the state. This indicates that the next generation is very necessary attention in the survival of the state and nation. Based on the work of Walker Percy (in Lickona, 2013) states that some people get everything but fail in life. This is because they

do not have enough character to face the problems of life. Therefore, even though all things have been obtained, but because they do not have the readiness to face the problem, then they will ultimately lose to the problem. The next generation needs to get a stock character because only with good character, the nation and the state can work well too.

Reality that happening in many countries, including Indonesia, namely, it is still quite a lot of state officials who engage in corruption. Besides the lack of self-awareness to pay taxes and the rampant spread of drugs. Drugs are now more rampant. In Indonesia, the drug has penetrated to the students. It is revealed from the print media (Jawa Pos, 16.09.2016). There explained that the spread of drug targets in East Java targets are junior high school students to high school.

Results of research conducted by Akbar (2015) conducted in 2009, 2010, 2011 on primary education in East Java code found several problems of character and educational problems. The first problem many elementary schools in East Java, which has not made the values of life that live in the neighborhood elementary school that underlies the development of noble character become core values in character education. Second, almost all SD surveyed do not have a grand design character education in primary schools respectively. Third, the implementation of value and character education in primary schools develop life values such as love, respect, peace, cooperation, compliance, democracy, not entirely the concern in the practice of character education in elementary school. Fourth, the vision, mission and goals tend to be less socialized character education and the

lack of a shared commitment on all citizens of SD. Fifth, the existing order in SD poorly enforced optimally. Sixth, the school is still much to apply penalties by mechanical, self-awareness is not based on a violation of school rules.

All it proves that the current generation is not sufficiently formed character. Therefore, it is necessary to act immediately to address these problems. One of the effective measures to restore the life of the nation that is through education. Once the importance of character education is done, so that some developed countries like the United States, Japan, Korea, and China is already applying the model of education from elementary school to college (Wibowo, 2012).

Character education can not be separated from Ideology. Every nation in the world is always based all joints of life according to the ideology espoused, including character education. Therefore ideology Pancasila as the Indonesian nation must necessarily be the basis also for character education in Indonesia.

Based on the above explanation, this paper produce to answer the question: "how can any Character Education, which will contribute To Setup life of the nation. Therefore then wrote this article with the title " Contributions Character Education for Arrangement Life of The Nation ".

CORE
CHARACTER

Characters in Great Dictionary of Indonesian can be interpreted as a psychological traits, morals or manners that distinguish one person than another. MONE (2003) in Wibowo (2012) states that the character is character, character, character, or personality are formed from the internalisation of the various virtues were believed to be, used as a basis for perspective, think, behave and act. Samani & Hariyanto (2012: 41), to interpret the character as a fundamental value that builds individual. Characters are formed either due to the influence of heredity and environmental influences, which distinguishes it from other people, and is manifested in attitudes and behavior in everyday life. Ministry of National Education (2010: 7) also revealed that the characters are unique values, either embedded inside and demonstrated through behavior. Based on these statements, we can conclude that the character is a hallmark of a person based on the processed heart, mind and translated into actions.

Character is destiny. This was stated by the Greek philosopher Heraclitus in Lickona

(2013). "Be careful of your thoughts, your thoughts become your words; Be careful with your words, your words become your actions; Be careful with your actions, your actions become your habits; Be careful with your habits, your habits become your character; be careful with your character, your character becomes your destiny ". He stated that the first humans to be careful with the mind, because it will be his actions, until it became a character and this character becomes destiny. It defines the character becomes your destiny because the character that develops within the individual, it affects lifestyle and work patterns. Therefore the character of a person is a person's destiny.

Characters by Lickona (2013) is the ownership of the "good stuff". Further, he said that the good has a certain ethical, namely: (1) Goodness define what it means to be human. we become fully human when we do good; (2) Virtue improve the happiness and well-being of an individual; (3) They serve the public interest, enabling us to live and work in the community; (4) They are aware of the ethics classic if you want to be treated like this, or do you want others to act like this.

Virtue is the root of character. That's because a person can do good only if he has a good character. Here are 10 essential goodness delivered Lickona (2013), the wisdom, justice, courage, self-control, love, positive attitude, hard work, integrity, gratitude, humility, and virtue. A good character is when a person lives well in relation to God, the Creator; fellow; the natural environment; as well as the state and nation.

Characters by Ki Hajar Dewantara an alloy of all human nature is fixed so that a special sign between people with other people, which manifested itself in mind and deed birth (Akbar, et al: 2015). Further, he said that the code should include You know, Ngroso, and Ngakoni. Meaning that a person is said to be characterized as having knowledge, taste and manifested in his actions good.

Judging from the statements above it can be stated that the character is a special feature of a person as a result of the formation of a particular field or area used as a basis for thinking and acting.

CHARACTER EDUCATION

Character education is an effort to help the mental development of children both physically and emotionally, from the nature kodratinya towards human civilization and better (Mulyasa, 2012). It is possible that character education is able to produce the next generation of dignity and good character. Character education is concerned with how to instill habits of good things so that children have an awareness, comprehension is high, as well as the awareness and commitment to apply the

virtues in everyday life. Therefore education will determine the character of human civilization living in countries that participate in determining a country's civilization.

Character education does not mean the character is only taught in schools. Yet education is also on the dimensions of the family and society. Therefore, education is not only determined success in school, but also the result of collaboration with families and communities. School as a place of formal education can pursue the development of good character in children through a variety of ways, one of them with a conditioning class is wrapped in the use of models, methods, strategies, and certain media. Conditioning is prepared deliberately given a conscious effort to develop positive character traits in students. Thus, students who are the future generation can be formed potentially become good human resources.

Education is an effective way of maintaining state. This is because through education, we can prevent bad things happen. Through education, we teach good things so that they will grow into the next generation of good results. Ki Hajar Dewantara (Wibowo, 2012) states that education is guidance in children's lives to guide the nature of existing strengths in children so that they are as human beings and as members of society can achieve maximum safety and happiness should not only tingginya.Pendidikan shaping the next generation of smart and intelligent, but also able to make a generation who have the skills and attitude or a good character. Therefore, character education can be defined as a process of cultural internalization into oneself and the community so that it can make people and societies become civilized. So the character education is an effort to improve the quality of good people better and refined based on noble values and cultural environment.

Character education within the school is a process of giving guidance to students to become fully human character in the dimensions of the heart, thought, body, and taste, and imagination (Samani & Hariyanto, 2012: 45). According to the Ministry of National Education (2011: 1), character education is the cultivation of habits (habituation) about what is right and wrong, able to feel a good value so that students become aware of right and wrong, able to feel good value and used to do , Character education is an education that develops character values of the nation on students, so that they have value and character as the character himself, to apply these values in her, as part of the

community members and citizens were religious, nationalist, productive and creative (Wibowo, 2012).

Educational outcomes simply can not be immediately known. It takes a certain period of time or to know the results of such education. Nevertheless, the results of this study will have the endurance and a strong impact in the community (Wibowo, 2012). Education will be able to bring a brighter future. With education, someone will be formed so that they will develop ideas, skills and attitudes that can be used to maintain state.

Law on National Education System (Education) in Indonesia in 2003 stated that one of the goals of the national education to develop students' potential for intelligence, personality and noble character. Wibowo (2012) revealed that the character education in Indonesia, namely education noble values sourced from Indonesian culture itself, in order to foster future generations personality. This implies that education is designed not only to establish Indonesia intelligent beings, but also a personal character in accordance with the noble values of the nation of Indonesia.

The importance of cultural development of the school's character education is based on the theory of fields (Akbar, 2015). People living in a living space or a particular field. In this living room there is a phenomenon that can be observed so that will build the perception. One's perceptions affect its behavior. Therefore, their conditioning or environmental field school will also be able to influence their actions so it will also have an impact on his character.

The character education program is conducted by habituation (Akbar, et al: 2015): (1) regular activities, ie activities that have been performed daily; (2) spontaneous activities, ie activities that suddenly occurs without planned but has a message for building a good character; (3) The programmatic activities, ie activities that are deliberately designed to develop character in the students.

Noble values that should be instilled in the next generation of Indonesia so as to become a character contained in the Events Calendar (2010), namely: (1) Religious; (2) to be honest; (3) Tolerance; (4) Discipline; (5) Work hard; (6) Creative; (7) Independent; (8) Democratic; (9) Curiosity; (10) The spirit of ethnicity; (11) Love the Motherland; (12) Rewarding Achievement; (13) Friendly / Communicative; (14) Love Peace; (15) Joy of Reading; (16) Environmental Concern; (17) Social Care; and (18) Responsibility.

The process of character education should be based on the totality of the psychological that includes the full potential of human beings, both in terms of knowledge, skills, and attitudes possessed. It also includes functions in relation to the totality

of sociocultural environment interaction in the family, school, and society (Wibowo, 2012). It is divided into four sections. First, if the liver. Here relates to spiritual development and emosial. What is done is based on the trust that he believes. Secondly, the process to think. Here associated with the development of a person's knowledge. Intelligence is being used as one of the cornerstones in the act. Third, namely sports and kinesthetic. Here relates to the actions or behavior. Fourth ie if the feeling and intention. Here is the development of one's attitude and creativity. The fourth process is a unity and can not be separated one by one. All are interrelated and complementary.

In order for the implementation of character education in schools can be successful, then the main requirements that must be met, namely: (1) the example of teachers, staff, school leaders and policy makers at the school; (2) the character education should be done consistently and continuously; (3) cultivation of the values of the main character through learning activities.

Lickona in Wibowo (2012) reveal that character education will be effective if educators and education policy makers take notice and implement the principles of: (1) the core ethical values should be developed, while the values of performance supporters serve as the basis; (2) The character should be defined comprehensively, to include thoughts, feelings, and behaviors; (3) The approach should be comprehensive, deliberate and proactive; (4) Create a caring school community; (5) Give students the opportunity to act morally; (6) Create an academic curriculum that is meaningful and challenging respect all students, develop character, and help them to succeed; (7) Try to encourage self-motivated students; (8) Involve the staff of the school as a learning community and moral; (9) Encourage togetherness in moral leadership; (10) Involve the family and community members as partners; (11) Evaluation character of the school, the school staff functions as an educator of character, and the extent to which students manifest good character.

Wibowo (2012) revealed three designs in developing character education, namely: (1) design class-based, based on the relation of teachers as educators and students as learners; (2) the design of culture-based school, which is trying to build a school culture that is capable of forming the character of the students with the help of social norms that certain values are formed and disappear in the student; and (3) community-based design, which utilizes an individual's social relationships in building and developing student character.

Based on the study above, we can conclude that character education is a conscious and deliberate effort made to establish and develop an individual character. Education involves three elements, namely the family, school and community. All three are unified in shaping the character of children. Of course taught character education is never separated from the ideology that embraced a nation. Character education is also not free from the requirements, principles, and strategies that must be done to develop the character. Therefore, the next generation will be educated by the noble values and ideology that underlies the state and nation to stand by the terms, principles and strategies so that individual character is formed in accordance with the ideology of the nation.

LIFE OF NATION AND STATE

Nation is a collection of people who live in a particular region to achieve common goals. Starting from the human consciousness that they can not live alone, came the desire to live together with the goal of achieving common prosperity. They live gathered by the organization that has been formed which is based on conventions. Thus when there are problems, the punishment is social sanction.

The continued development of the times, as a collection of people who live in certain areas require more status. They need more protection. This is due to the increasing population and the complexity of the problems that exist in it. Therefore formed State. A group of people who live in certain areas with a sovereign government. His life is set with clear legal rules and binding so that when the abuse occurred, then the sanction firmly and clearly.

The next generation is the face of the nation and the state later. Lickona (2013) stated that children are 25 percent of the population, but 100 percent of the future. Therefore if you want to update the situation and the condition of the nation state, it must be updated in advance of their people through raising the next generation in accordance with the culture you want built. Therefore, all citizens share responsibility in giving an example of behavior and also promote character development for the next generation.

Life of the nation is very dependent on the survival of the next generation who apply noble values and uphold the ideology espoused the nation and the country. The key to the survival of that maintained the habit of giving. Giving is an important key in the survival of the nation and the state. By giving, we will be able to honor, respect, sacrifice, to risk, and also loved. This concept gave

no other is the root of Indonesian culture. Because by giving able to make different into one.

Nation and State of Indonesia as a developing country must have a variety of problems. One of them corruption, erosion of the spirit of nationalism, drugs, crime, and so forth. However, all these problems can be solved with the concept of giving. By having the concept of giving, we will be able to provide understanding of ourselves that corruption is an unwelcome act of God. Therefore, we will keep ourselves from corruption. Awareness through giving, problems of erosion of nationalism also be resolved because everyone wants to give himself to love for the sake of the survival of the nation and the country. Consciousness gives also able to resolve drug problems cause by giving ourselves to be aware of the dangers of drugs, directly we will act introspective, families and communities so that we are not to participate caught in a cycle of drugs, even able to give more impact that drugs are not rampant in Indonesia. Giving also teaches us to love and respect others, to give myself to work hard so that when the awareness of giving is held, then the crime can also be overcome. Based on the above, the nation and state, which is based gives certainly able to keep the existence of the state.

CONTRIBUTIONS CHARACTER EDUCATION FOR LIFE PLANNING NATION AND STATE

Character education is defined as a conscious and deliberate effort made to establish and develop an individual character. Tri center of education, the family, school and community education ditumbuhkembangnya key characters. Character education is given in a particular country with a specific mission. One of the mission is to maintain the continuity of the nation and the country. Therefore developed a character education in all countries can never be separated from ideology. Ideology as the basis for national and state affects all aspects of life of citizens. Therefore, given definite character education based on state ideology.

Character education is expected to make the next generation who have a good strong character. The next generation of strong character who will bring a strong self resistance. It is expected the resilience of communities is also strong so that the country also strong resistance. Resilience strong self can be characterized by several things, such as (1) to always remember and give thanks to

Almighty God; (2) is able to treat themselves and others according to their nature as human beings; (3) is able to maintain the unity of the nation and the country; (4) to act wisely for the survival of the nation and the country; and (5) were able to overcome various problems of life. The existence of such awareness will bring someone able to put themselves in accordance with their capacity. Therefore, character education greatly contribute to the structuring of national and state.

END
CONCLUSION

Based on the above, it is known that education has a very close relationship with the life of the nation. If you want to build a strong state, the individual and society must also be strong in life. To provide supplies the power, it takes a positive character that can be fostered through education.

Character education is a conscious and deliberate effort made to establish and develop an individual character. Education itself involves three elements, namely the family, school and community. In order for the implementation of character education in schools can be successful, then the main requirements that must be met, namely: (1) the example of teachers, staff, school leaders and policy makers at the school; (2) the character education should be done consistently and continuously; (3) cultivation of the values of the main character through learning activities. Character education can be done through habituation program, namely through the routine, spontaneous activity, and programmatic activities.

Life of the nation must have a complex problem. However, these problems can be solved when the next generation of good character. A good character can grow when people are able to align your mind, heart, and actions in relation to God, fellow human beings, as well as on the natural environment. Through character education, the next generation be educated so that they have good character in order to behave appropriately as citizens. Thus the character education is very influential in structuring the life of the nation.

SUGGESTION

Through this article is expected to be more attention for all people to always keep the process of character education for the next generation. It also can be a source of inspiration to conduct research concerning the contribution of character education in the structuring of national life.

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THE EFFECT OF PEER ASSESSMENT ON
STUDENTS' NARRATIVE WRITING PARAGRAPH ACHIEVEMENT

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ABSTRACT

Peer assessment has been considered an important part of writing process that helps improving writing achievement. Having a friend express opinion and provide certain guideline to improve the writing is analogous to a mirror reflecting the ability to the reviewer and the reviewer. Therefore, this study was aimed at investigating the effect of peer assessment on students' writing achievement in narrative paragraph. It is conducted at SMP Negeri 5 Pamekasan in the second semester at academic year 2015/2016. This study employed a quasi-experimental design, where the researcher did a treatment by implementing peer assessment to experimental class, and implementing traditional/teacher assessment top control class. Research instrument used. A pre test and post test were administrated prior and post treatment, of which the scores were statistically computed to determine highest score, lowest score, standard deviation, percentage and the difference between means the two tests. Implementing peer assessment could improve the students' writing achievement in narrative paragraph. The indicator of writing test are grammar, vocabulary, relevance, mechanism, and fluency. The data obtained were calculated and to identify whether there is a significant difference between the test scores of experimental group and the control group. The result showed that the mean of score in pretest and score of post test increased significantly for both groups. Critical t table is 2,006, while computed t value is 2,257 the difference between the two means were significant. By those facts, Ho hypothesis is rejected and H1 hypothesis is accepted. It means that implementing peer assessment was more effective than implementing traditional assessment taken by teacher.

Keywords: peer assessment, narrative paragraph, writing

Writing is one of the skills that students have to learn and as one of the productive skills that should be developed in instructional activities, writing also requires the mastery of mechanical aspects of written expression i.e., handwriting, spelling, punctuation, capitalization and format. As for the junior high school, the students are required to have a competence in the functional literacy level. On the other hands, most of junior high school students get difficulties in mastering this skill and they have got low score in writing and about more than half of them got score under the minimum criteria.

Peer assessment is an alternative that has significant pedagogical value because it enables learners to take part in the evaluation process and products. Peer assessment involves students in their own destiniy, encourage autonomy, and increase motivation. Cheng and Warren (2005) maintained that involvement control over the methods, procedures, and outcomes of assessement as well as understanding the underlying rationale are crucial for both teachers and students.

Peer assessment can be defined as a response in some forms to other learner's work. It can be given by a group or an individual (Puhl, 1997:8). To conduct this kind of assessment the teacher need to show the writing sample to students, and together with the students generate criteria for assessing it. From the clear criteria the students can see the relationship between what they have written and the grade they receive so that it can encourage them to take more responsibility for their own learning.

Peer assessment is an assessment which is commonly done in writing. It is a good thing to do because there are lots of benefits that can be taken. Bostock (2002) as quoted by Race and others who listed the advantages of peer assessment. The benefits are first, it helps expose misconception, second, it can provide immediate support in the classroom. Third, students will often respond more positively to a peer than to a teacher. Fourth, peers often know more about the work than parents and can give more help, especially in secondary stages, then, it is individualized and interactive, beside that, the teachers gain as well as the assessed. Sixth, social and communication skills can be improved, then, teacher can stand back, observe and make focused interventions. Eighth, students take more responsibility for their own learning, students can understand better the role of and need for assessment. There are also some potential advantages of peer assessment for students as first, giving a sense of ownership of the assessment process, giving motivation, second, encouraging students to take responsibility for their own learning, developing them as autonomous learners. Third, treating assessment as part of learning, so that mistakes

are opportunities rather than failures. Fourth, practicing the transferable skills needed for life-long learning, especially evaluation skills, and the last, using external evaluation to provide a model for internal self-assessment of a student's own learning (meta cognition). Topping (1998) argued that peer assessment is not a substitute for traditional assessment but it add value to learning process. The direct involvement in the learning process enhances students' sense of ownership, responsibility and students' motivation.

White & Arndt (1991) establish the model of writing processes: planning, writing, and reviewing. These processes are recursive and interactive, and these mental acts can be reviewed, evaluated, and revised, even before any text has been produced at all. The process approach to teaching writing emphasizes the writer as an independent producer of texts so that teachers allow their students' time and opportunity to develop students' abilities to plan, define a rhetorical problem, and propose and evaluate solutions. Brown (2007: 391) states that process approaches do most of the following focus on the process of writing that leads to the final written product; help students write to understand their own composing process; help them to build repertoires of strategies for prewriting, drafting, and rewriting.; give students to write and rewrite; place central importance on the process of revision; let students discover what they want to say when they write; give the students feedback throughout the composing process; encourage feedback from both the instructors and peers; include individual conferences between teacher and student during the process of composition Process writing is as a classroom activity incorporates the four basic writing stages: Planning, drafting, revising, and editing. The view is clearer by Tribble that is simple linier model of writing process have pre-writing, composing, revising and editing.

Brown (2004) identified that the most evident characteristic of peer assessment is cooperative learning, which is advantageous to students. In this study, the researcher focused on the effect of applying peer assessment on students' writing narrative paragraph. The students are expected to write narrative paragraph which consists of orientation, events, and re-orientation. The theme is about the students' folktale from their culture. This theme is related to basic competence of writing syllabus of eight grade students of junior high school.

In assessing peer's work, learners' need to be always alert and attentive resulting in cognitive strengthening, and at the same time acknowledging the importance of and having positive attitude towards their work being assessed by peer. In addition, assessing peer's writing help learners gain more knowledge and ability in gathering, acquiring, analyzing and synthesizing formation, reading and writing skills. Learners become more responsible, and cautions and learn how to think systematically.

As Anderson and Anderson (2003) say that the first type of genre is narrative. Narrative is to tell a story and the purpose is to amuse or entertains the reader. A paragraph is a group of related sentences that develops one main idea(Alice and Han 2007). The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly. According to Alice and Han, a paragraph has three major structural parts, namely a topic sentence, supporting sentences, and a concluding sentence (2007:30).

Puegphrom and Chiramanee (2011), concluded that implementing peer assessment in the writing classroom make management easier and they said that implementing peer assessment technique in writing class can improve the writing ability. Andrade (2013) stated that peer and self-assessment are key elements in formative assessment, because they involve students in thinking about the quality of their own and each others' work, rather than relying on their teachers as the sole source of evaluative judgment. He used 6 +1 traits categories of writing namely: ideas, organization, voice, word choice, sentence fluency and conventions.

METHOD

The study attempted to find out the effect of peer assessment on students' achievement in writing narrative paragraph. The problem of this research is to analyze whether there is any difference of English narrative writing paragraph achievement of students' who are taught by using peer assessment and those by using traditional/teacher assessment.

The approach that used is Quasi-Experiment. According to Sugiyono (2015:114) state that "Quasi-Experiment is a study which is aimed to discovering the influence or particular treatment". It means that quasi-experiment is a research that to know there is influnce or not of the variables. This research consisted of two variables.In this study, the indepedent variable was peer assessment and dependent variable is writing achievement. Peer assessment was applied to the experimental group and the traditional/teacher assessment was implemented to the control group.

The signifying characteristic of Quasi Experimental design that is Nonrandomly select one of the classes into experimental group and the other one into the control group. Furthermore, both of the student group are determined as experiment group (X) and control group (Y). Experiment group is a group which is given peer assesment,while control group is group which is not given peer assesment.

Some of the most common types of experimental research design include pretest-posttest design. The pre test was given to both groups in order to analyze whether both groups were at same level. Quasi Experimental technique occurs when it is not possible for researcher to randomly assign subjects to group. The post test was given to both groups. This is the classical type of experimental design and has good internal validity.

At the end of the experiment, the groups were post-tested. The writing test was a subjective test, since the students must make a narrative paragraph. The test items are following: grammar, vocabulary, mechanics, relevance, and fluecy (style and ease of communication). Data analysis purposed at testing the research hypothesis that was, the students who were taught by implementing peer assessment had better achievement in writing English narrative paragraphs than those taught by implementing traditional/teacher assessment.

This research was conducted in the eighth grade students of SMPN 5 Pamekasanin academic year of 2015-2016. In eighth grade there were eighth classes. There are VIII-1 consist of 28 students, VIII-2 consist of 28 students, VIII-3 consist of 28 students, VIII-4 consist of 27 students, VIII-5 consist of 27 students, VIII-6 consist of 27 students, VIII-7 consist 27 students, and the last VIII-8 consist of 25 students. So total number of the eighth grade students there are 217 students . The researcher chose two classes. There were Experiment and Control Group. VIII-6 is Experimental group it consisted of 27 students and VIII-5 is Control group it consist of 27 students.

Samples are part of the population to be observed by researcher. According to Sugiyono (2015:118) state that the sample is part of the number and characteristic it has by that population. It mean that Samples are part of existing population. Here, the sampling technique that used is Cluester Sampling. According Sugiyono (2015:121) state that cluster sampling used to determine the sample when the object to be researched or data source very large. When pre-test was gived to all eighth grade, the value of VIII-5 and VIII-6 are same So,the sample in this research are VIII-5 as control group and VIII-6 as experimental group

After the data were collected, they were processed and analyzed by using some steps, the steps are: (a) step 1: Finding out mean (b) step 2: finding out Standard Deviation. The standard deviation is the commonest measure of dispersion of a distribution that is of a degree to which scores vary from the mean. To calculate the standard deviation of the score of the experimental group and the control group; (c) step 3 : Using t test formula in order determine whether the difference of score of each group is significant.

RESULT AND DISCUSSION
Result

The summary of the findings is presented based on the statement of the problem and hypothesis. In the statement of the problem, it is questioned that whether the students taught with peer assessment in writing have better achivement than those who are taught with traditioanal assessment. The hypothesis stated that the students who thought by peer assesment as technique have better achievement in writing narrative paragraph than students who do not thought by peer assesment as technique.

This is evidenced from t_{value} = 2.257 and t_{table} = 2,0066. So, Ho : "The students who do not thought by using peer assesment as technique have not better achievement in writing narrative paragraph than students who thought by using peer assessment as technique.in writing narrative paragraph" is rejected and Ha : "The students who thought by using peer assesment have better achievement in writing narrative paragraph than students who do not thought by using peer assesment writing narrative paragraph" is accepted.

Discussion

This section presents the discussion about the effect of peer assessment on students' achievement in narrative writing paragraph. The discussion covers with the students' writing achievement in pretest for equivalency and posttest for writing narrative paragraph using peer assessment inthe experimental and control group.

First, based on the results of the data analysis t-test by which Ho is rejected, it was found that there is significant difference in the students' writing achievement between students who taught by using peer assessment and those with traditional/teacher assessment. In the posttest, the mean score of the experimental group was 72,26 while the control group was 68 ,81. This is evidenced from t_{value} = 2.257 and t_{table} = 2,0066. So, Ho : "The students who not thought by using peer assesment as technique. have not better

achievement in writing narrative paragraph than students who thought by using peer assesment as technique in writing narrative paragraph" is rejected and Ha : "The students who thought by using peer assesment have better achievement in writing narrative paragraph than students who not thought by using peer assesment writing narrative paragraph" is accepted.

The significant improvement of the posttest score of the experimental group was influenced by many reasons. First, the implementation of peer assessment helped the students to organize the idea and poured it in their writing narrative paragraph effectively. By training the students to assess their classmates' works, it has made them know the mistakes of their classmates' works. Then, by assessing and reading their classmates' works, it has made the students know what good paragraphs are. By doing those activities, the students were trained to think critically. Second, the implementation of the peer assessment prevented the students' from boredom, since they had to check and share with their classmates.

Moreover, there are five indicators of the test items that the students should achieve in accomplishing the writing test. As stated in the blueprint of the writing test, the five indicators are grammar, vocabulary, relevance, mechanism, fluency. In this study, the achievement of the students was measured based on the five indicators stated in a scoring rubric. Then, based on the result of this study, there are significant differences in narrative writing paragraphs between students taught by peer assessment and those taught by traditional/teacher assessment.

Additionally, the effectiveness of the peer assessment was observed from students assesment. the result of the research showed that there is interaction between the teaching technique or teaching assessment used. A significant achievement obtained by the experimental group was only caused by the treatment that was peer assessment. Thus, the peer assessment is effective in improving the students' narrative writing paragraph achievement.

Second, In relation to the research findings, it is found that there is a significant difference between the mean score of the students in the experimental group and the control group. Therefore, the score gained in the experimental group brought to the rejection of the first null hypothesis. Thus, teaching narrative paragraphs by applying peer assessment was significantly more effective than applying the traditional/teacher assessment. Based on the research findings, the

scores in the posttest of the experimental was improved, and the experimental group got higher score than control group. It means that implementing peer assessment is better than implementing traditional/teacher assessment in teaching writing . Besides, there is a significant difference between the mean score of the students in experimental and control groups. Since the experimental group is taught by implementing peer assessment and this is more effective in improving students' narrative writing paragraph achievement. The result of data analysis of this study revealed that the students' taught by peer assessment is better than those taught by traditional/teacher assessment.

From the explanation above, it is assumed that the students whose writings were assessed by peer should think and understand their writing well. It is not strange when in the experimental group they spent much more time to write than the other group. It shows that their analytical and critical thinking was also working well. If their analytical and critical thinking was working, it will also make the students' grammatical sensitivity better.

In conclusion, there is significant effect of peer assesment to the students' writing achievement. The learners after taught by using peer assesment have better achievement on writing narrative paragraph than the students who taught by using traditional assement. Actually, the using of Peer assesment was useful for the learners, especially in writing process. By using it, the learners had new technique and new concept on learning. They more interested in learning writing because It is different with students teached by traditional assesment which is more traditional way in teaching writing.

CONCLUSION AND SUGGESTION
Conclusion

The researcher can draw a conclusion related to the hypothesis of the research that there is any differences in the students' narrative writing paragraph achievement taught by implementing peer-assessment and teacher assessment. Thus, the implementation of peer-assessment in writing has impacts on the students' narrative writing paragraph achievement than implementing teacher assessment. Although the mean difference of two groups was not so high, it means that peer-assessment was proven to be effective in assessing the students' writing so that the students may have better achievement in writing narrative paragraph than traditional assessment by teacher. the significant narrative writing achievement gained by experimental group is only attributed by writing technique that is peer assessment technique.

Suggestion

For the further researchers, this research is aimed at finding out the effect of peer assessment on the students' achievement in narrative writing paragraph, and the treatments of peer assessment technique was done to the students, so that the further researchers are hoped to conduct another researches on different writing text type to prove whether peer assessment is suitable to another writing text types or not. It is also hoped that another researchers to conduct research on another level of studies: senior high school and university level.

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INQUIRY LEARNING IMPLEMENTATION TO IMPROVE GENERIC SCIENCE SKILLS AND CONCEPTUAL UNDERSTANDING OF PRE-SERVICE CHEMISTRY TEACHERS

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ABSTRACT

Generic science skills are the basic skills needed to develop critical thinking skills and conceptual understanding in chemistry learning. This study aims to improve the generic science skills and conceptual understanding pre-service chemistry teachers through the implementation of basic chemistry lectures based-inquiry. This study used an experimental method with The One Group Pretest-Posttest Design. This research involves 35 pre-service chemistry teachers who take courses in basic chemistry I. The instrument test consist of 18 questions based Generic Science Skills Indicators that have validated. The results showed Generic Science skills increases with highest N- gain 61% for symbolic language indicator and the lowest N-gain of 49% for building concept indicator. Conceptual understanding of chemistry is also increased in the medium category with a highest value of N- gain at 58%.

Keywords: Generic science skill, inquiry, Basic chemistry.

The development of science, technology and arts in the 21st century occurred so rapidly that encouraging progress in many aspects of life. Facing the development of science and technology in global competition needs competent human resources, creative, empowered high order thinking and also competitive competences. Therefore, pre-service chemistry teachers should have the skills to think science and adequate competences as a guide in daily life. Scientific thinking skills can be developed with a number of students capabilities, called Generic Science skills (Liliasari, 2015). Generic Science skills are prerequisite for developing the ability of critical thinking, analysis, creative, problem-solving and decision-making competences. Generic science skills is also needed by an educator to deliver in successive generation of competent and competitive in the current era of globalization.

Generic Science skills is the ability to think and act based on the scientific knowledge possessed by the frame of mind of science (Liliasari, 2015). Generic Science skills are basic skills learners in understanding scientific concepts and solve problems in science. Generic Science skills is also a provision to develop high-order thinking skills. Generic science skill indicators develop by Brontosiswoto (2001) in Liliasari (2015). there are 9 (nine) indicators, namely (1) direct and indirect observation; (2) sense of scale; (3) symbolic language; (4) logical self-consistency; (5) logical inference; (6) causality; (7) Mathematical modeling; (8) concept formation and (9) spatial thinking skills/abstraction.

Chemistry is part of science that have processes and products in the form of chemical knowledge (principles, theories, concepts). Chemistry learning should focuses on the characteristics. In current issue, chemistry learning emphasizes to thinking, not knowing. Therefore, it is necessary to build a learning process of science thinking skills learning for students. Indicators of generic Science skills is the basis of learning chemistry in order to master the concepts of chemistry. Generic Science skills is useful skills for prospective chemistry teachers. Many researches shows that chemistry learning with improving generic science skills have successfull improving chemistry concept understanding in every level (Septorini, 2008; Sudarmin, 2009; Sumarni, 2010; and Sudarmin, 2011).

Some studies developing learning models to improve the skills of generic science skills of students and teachers, and the results there are not significant differences. Researchs about generic Science skills in Indonesia is new area in science education and also chemistry education. Therefore needs a sustainable oriented research to improving the generic Science skills of pre-service chemistry teachers from basic knowledge to advanced. Futhermore this research conduct to describe relationship among generic science skills, conceptual understandings and also high-order thinking skills of pre-service chemistry teachers.

Empirical studies about students conceptual understanding in basic chemistry lectures, show that students focus on memorizing concepts, principles and theories as a results they are difficult to interpreting data, graphs, and also mathematical modeling. Just little of students understand about symbolic and analyzing phenomena (27 scores in

0-100 scale). These facts indicate that the generic Science skills of students in low category. Derived from this issue, it is necessary to develop a learning design that can improve generic science skills. Beside improving generic science skills and content knowledge students, this learning design can be role model when they will become a tecaher as preservice chemistry teachers.

Inquiry is the process of defining and investigating problems, formulate hypotheses, designing experiments, found data and make a conclusions from the problems. Inquiry learning give students opportunities to finding concepts by their selfes through experimentation and discussion and it help students developing conceptual knowledge. The point of inquiry learning is managing the environmental learning to construct scientific concepts knowledge. Some studies about the effectiveness of inquiry learning show that inquiry learning give enhance students' understanding, achievement, science process skills, ability to construct knowledge and also scientific communication skills.(Tuan, 2004; Liuet al, 2010; Trundle et al, 2010; Seraphin et al, 2013; Sun et al, 2014; Chiang, 2014; Maxwell, 2015)

The stages of inquiry consist of problem identification, problem exploration, problem solving analysis to the formulating concept. Theses stages indicate that inqury learning process need high-order thinking skills. In this research generic science skills used solving problem they have, so that learning becomes more meaningful.

Based on the background above, the aim of this research is implementing basic chemistry lecture base inquiry to improving generic Science skills and conceptual understanding of pre-service chemistry teachers.

METHOD

This research used experimental research One Group Pretest-Posttest Design adopted from Fraenkal & Wallen (2007). The research subject are 35 pre-service chemistry teachers who attended the lectures of basic chemistry I in Department of Chemistry Education, Universitas Sultan Ageng Tirtayasa.

Test generic scinece skills is the research instrument to measure generic Science skills and conceptual understanding of students.

There are 13 items multiple choice questions with reason and 5 items are essay questions.

Pretest and posttest data were analyzed descriptively and statistically. Increase data of

$$N - gain \frac{posttest\ score - pretest\ score}{Max\ score - pretest\ score}$$

Table 1. Decision making criteria N-gain

Criteria	Predicate
$Ng \geq 0{,}7$	High
$0{,}3 \leq Ng < 0{,}7$	Moderate
$Ng < 0{,}3$	Low

(Hake, 1998)

generic Science skills and conceptual understanding pre-service chemistry teachers can be determined by calculating the N-gain (Normalized Gain) pretest and posttest. Normalized Gain (N-gain) and criteria show in Table 1.

RESULTS AND DISCUSSION
CONCEPTUAL UNDERSTANDING OF CHEMISTRY

Inquiry learning is design to improving generic Science skills and conceptual understanding pre-service chemistry teachers. This study focused on atomic structure topic. The area of atomic structure topics are sub-atomic particles (protons, neutrons, electrons), stationary state and electron configuration. Conceptual understanding of atomic structure was measured by writing test

Table 2. Pretest, Posttest, and N-gain Conceptual Understanding

No	Concept	Average (%)		N-Gain (%)	Decision	T Test ($\alpha = 0{,}05$)	
		Pretest	Posttest			Significance levels	Explanation
1	Theories of atomic	18,81	66,19	58,00	Moderate	0,000	Significant
2	Sub-atomic particles	21,43	60,32	49,00	Moderate	0,000	Significant
3	Stationary sta and electron configuration	22,98	65,95	56,00	Moderate	0,000	Significant

that is based on Bloom's taxonomy-cognitive level process-understanding-applying, and analyzing-. Table 2 present mean score of pretest, posttest, and N-gain about conceptual understanding of pre-service chemistry teachers.

Table 2, show that score of conceptual understanding pre-service chemistry teachers are increases in the medium category (N-gain = 58%, 49% and 56%). Figure 1. show it clearly.
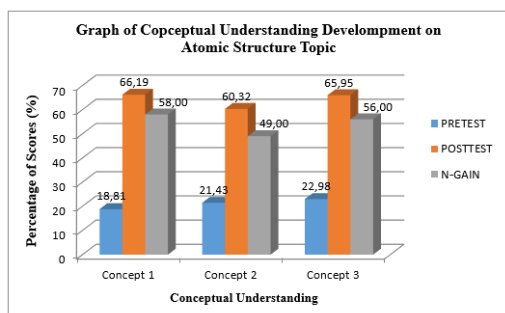
Figure 1. Graph of Conceptual Understanding Development on Atomic Structure Topic

In this study, using T test with 95% significant level to differentiate between pretest and posttest. The results show that there is significance different between pretest and postest, ((P = 0.000, it means less than 0.05). The results indicate that the implementation of inquiry-based learning could improving conceptual understanding of pre-service chemistry teachers with significant.

Basic chemistry lectures with inquiry learning can help students to learning concepts especially atomic stuctures more easily. Inquiry learning ask to students to construct and develop conceptual understanding by their selves. Learning process will be meaningfull and also encouraging students to thinking, working with initiative, and also producing scientific skills -objective, honest and opened- (Roestiyah 2008). Inquiry learning tends students to gain a strong knowledge and stored in their long-term-memory than memorizing (Blanchard, et al., 2010).

GENERIC SCIENCE SKILLS

Generic Science skills are basic skills that must be belong to pre-service chemistry teachers as basis for build high-order thinking skills. There are 10 (ten) indicators generic science skills : (1) direct observation; (2) indirect observation; (3) logical framework consistent; (4) awareness of the scale; (5) symbolic language; (6) logic inference; (7) causality; mathematical modeling; (8) build concept; and (9) abstraction. Developing Generic scinece skill Indicators in atomic structures learning base inquiry learning are : (1) indirect observation; (2) logical framework consistent; (3) sense of scale; (4) build concept; and (5) symbolic language. Table 3 present results of analysis pretest, posttest, and N-gain generic science skills of pre-service chemistry teachers.

Table 3. Pretest, posttest, and N-gain Generic Science skills

No	Generic Science skills Indicators	Average (%)		N-Gain (%)	Decision	Wilcoxon Test/ T-Test (α = 0,05)		
		Pretest	Posttest			Test	Taraf Sig.	Exp
1	logical self-consistency	25,85	64,76	52,00	Moderate	T-Test	0,000	Significant
2	sense of scale	17,14	60,95	53,00	Moderate	Wilcoxon Test	0,000	Significant
3	symbolic language	19,29	68,33	61,00	Moderate	T-Test	0,000	Significant
4	Establish the concepts	20,48	59,52	49,00	Moderate	T-Test	0,000	Significant
5	indirect observation	15,24	64,29	58,00	Moderate	Wilcoxon Test	0,000	Significant

Table 3. show that generic science skills of pre-service chemistry teachers increase with the average N-gain percentage 52%, 53%, 61%, 49% and 58% for each indicator logical self-consistency, sense of scale, symbolic language, build concepts and indirect observation. Figure 2. show clearly.
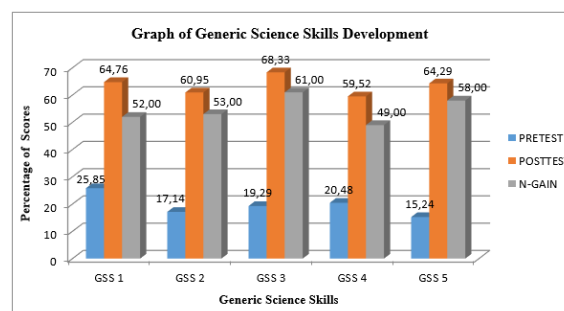

Figure 2. Graph of Generic Science Skills Development

In this study, using T test with 95% significant level to differentiate between pretest and posttest of generic science skills indicators above. The results show that there is significance different between pretest and postest, ((P = 0.000, it means less than 0.05). The results indicate that the implementation of inquiry-based learning could improving generic science skills of pre-service chemistry teachers with significant.

Basic chemistry lecture-based inquiry using the inquiry stage 5E (Engage, Explore, Explain, Elaborate, and Evaluate). At this stage of disengagement given key questions probing, focusing and guiding students on the topics to be discussed. At explore phase, students are given the opportunity to make observations, collect, examine and analyze the data or information, investigate the relationship, proposing opinions, questions and test hypotheses. At explain stage, concepts are invented, introduced and established as a result of exploration. Conceptual understanding is not done by providing information such as text books, but developed by involving students in the process of inquiry. This process is designed to provide questions that encourage students to think critically and analytically relates to exploration results. These questions can help and guide students to

make the connection and the appropriate conclusions, and help students construct an understanding of the concepts studied. In the elaborate stage, students applying conceptual understanding, procedural, and metacognitive to solve problems, make decisions and Research questions. At evaluate stage, students examine all the knowledge that has been acquired for doing the exercises and solving problems related to the topic being studied.

In the entire process of inquiry-based lectures, students are trained using indicators generic Science skills to do problem solving to formulate the concept so that lessons learned to be more meaningful. The results of this research indicate that inkuri is an effective method in developing the ability to think of science. In line with this, it was reported that the inquiry learning is effective in improving science process skills, ability to construct scientific knowledge and communication skills of learners (Seraphin et al, 2013; Sun et al, 2014; Chiang, 2014; Maxwell, 2015).

Achievement of N-gain almost equal to two dependent variables indicate that the close relationship between the increase in generic Science skills and conceptual understanding of chemistry. Generic Science skills that will help students learn and understand the chemical concepts more easily. In this case, inkuri can practice science process skills of students by providing opportunities for students to discover concepts independently through cooperative discussions that can help students improve conceptual understanding.

CONCLUSION

Implementation chemistry learning base inquiry have a positive impact on improving the generic science skills and conceptual understanding of pre-service chemistry teachers in the medium category of generic science skills (N-gain 52%, 53%, 61%, 49% and 58%) and (58 %; 49% and 56%) conceptual undestanding of students. Increased generic science skills are related to the conceptual understanding of pre-service chemistry teachers based on the similarity of the results of the N-gain.

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A CASE STUDY ON PPLII STUDENTS AT PERFORMING TEACHER TALK ACTIVITIES IN TEACHING PRACTICE AT SCHOOL

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ABSTRACT

Teacher talk is a major activity done by teacher in teaching learning process. The impact it made could be positive to students, as long as the talk encourages them to learn. In fact, between one half and three-quarters of teaching learning portion in classroom is spent by teacher talk (Allwright and Bailey, 2004, p.139). Seeing that teacher does so much talk in the classroom, it is interesting to explore whether the talk is delivered effectively to students. This paper is collective case study(Hancock and Algozzine, 2006, p.35). The participants are selected randomly from students who take PPL II in 2016. PPL II (PraktekPengalamanLapangan) is a kind of students' internship for teaching practices at school which is held in certain schools. In this research, observation and document analysis are technique used in gathering data. The observation itself is conducted in teaching practice situation at respective school. The teaching learning process is recorded for later review and analysis. Document analysis is taken from lesson plan and teacher talk script, which is made by PPL II students. Data shows that participants mostly perform ineffective talk to students.

Keywords*: PPL II students, teacher talk activities, teaching practice*

Describing teaching is very complex. It relates to components, such as teacher's background knowledge, teaching strategy, and basic teaching skills. In teacher institution, those components should be seized by prospective teachers for only few years. Most of the components are developed theoretically rather than developed practically. It is probably a reason why students (prospective teacher) having teaching practice at school seems awkward at their first performances. This abstract below is transcribed from student which performs her first teaching practice at school. The extract is only the beginning stage of her teaching.

Extract 1

1 Assalamu'alaikum, good morning everybody (ST)
2 how is life?(ST)
3 I am very well thank you
4 let's call the roll
5 who is absent today?(ST)
6 so, everybody is here (ST)
7 okay, good
8 are you ready to start our lesson today? (ST)
9 before we start our lesson today, I have video for you
10 so, what is the video? (ST)
11 where is the location of floating market? (ST)
12 good answer
13 where does take place of floating market (ST)
14 very good
15 when does the floating market begin? (ST)
16 excellent
17 what does trader and sellers use in floating market (ST)
18 very good
19 what is jukung in english (ST)
20 do youknow? (ST)
21 very good
22 jukung can means boat or we can call canoe
23 what do they sell in floating market (ST)
24 do they sell book (ST)
25 do they sell goat (ST)
26 so what do they sell (ST)\
27 yes they sell vegetables, etc
28 so have you everyone gone to floating market (ST)
29 where is the place (ST)
30 good,Bayu
31 do you buy something (ST)
32 what do you see on that place (ST)
33 very good
34 is that good place (ST)
35 wow it is a good experience
36 now from the video, what is our topic today (ST)

(ST=student response)

From extract 1, it can be seen that the teacher greets and checksstudents' attendance. Then, she asks some questions and giving reinforcement to student responses. All the talks show that the teacher controls all the interaction.

The poor thing is sometimes the teacher talk performed is not planned effectively, example,question (1.10) "What is the video?"This question can be answered if students know every

object or element that they see on the videoin English. To raise all the elements, the question should be preceded by open questions like this "What do you see from the video?"

Another example is question (1.23) "What do they sell in floating market?" From the extract, it can be seen that students give responses. However, two questions following (1.24 and 1.25) are not feedback from student responses. In fact, it manipulates students to say "no." In this case, teacher does not keep track of her questions. She distracts them.

Seeing that teacher does so much talk in the classroom and the talks do not go on effectively, it is interesting to conduct a study on students who take PPL II in 2016. PPL II (PraktekPengalamanLapangan) is a kind of students' internship for teaching practices at school which is held in certain schools. This study is expected to find whether the talk is delivered effectively to students.

LITERATURE REVIEW

Teacher talk activities includes teacher exposition, teacher questioning and, to a greater or lesser extent, classroom discussion (Kyriacou, 2007, p.35). It means from the beginning to the end of the lesson stages, teacher talks. It can be simply said that all academic tasks depend much on the ability of teacher to use language in classroom. This idea is deepened by Richard and Lockhart (2009, p.148) that no matter what teaching strategies or methods a teacher uses, it is necessary to give directions, explain activities, clarify the procedures students should use on an activity, and check students' understanding.

Refers to Kyriacou, teacher talk activities can be generalized into exposition and questioning. Teacher exposition is such as informing, describing and explaining, which are typically occur throughout a lesson. Subsequently, teacher questioning is the way of teacher in giving question to students. There are four reasons why teacher ask question in teaching especially for EFL students. The reasons are 1) to raise students' attention and interest;2) to measure students' background knowledge; 3) to encourage students to think actively, and 4) to support students to use language itself (Suciati, 2015).

Explaining often goes along with questioning. Sometimes when explaining, teacheralso gives question. Teachers use a series of questions to trace out what teachers want to say next, rather than an uninterrupted exposition. The first major classroom studies in 1912 was determined that about 80 percent of classroom discussions consisted of asking, answering, or reacting to questions (Cooper, p.109, 2011). Concerning to the importance of this teacher talk activities, teacher should have a kind of guidelineto make sure that the language used by teacher is effective.

There are seven keys aspect of effective explanation (Kerry, 2002; Wragg and Brown, 2001a,b in Kyriacou, 2007) as following.
1) Clarity: it is clear and pitched at the appropriate level
2) Structure: the major ideas are broken down into meaningful segments and linkedtogether in a logical order.
3) Length: it is fairly brief and may be interspersed with questions and other activities.
4) Attention: the delivery makes good use of voice and body language to sustain attentionand interest.
5) Language: it avoids use of over-complex language and explains new terms.
6) Exemplars: it uses examples, particularly ones relating to students experiences andinterests.
7) Understanding: the teacher monitors and checks students' understanding.

Other characteristicscan be viewed from Swan's (1994) design criteria for pedagogic language rules' in Andrews (2007, pp.5-7).The characteristics are conveyed in five consecutive questions.
1) Is the teacher's explanation an accurate representation of the 'truth'?
2) Does the teacher's explanation provide the learners with what they need at that particular moment? (In other words, does the teacher appear to have diagnosed the learners' problem correctly?)
3) Does the teacher's explanation provide the learners with the right amount of information (neither too much nor too little) to serve their immediate learning needs?
4) Is the explanation pitched at the right level, in that it uses only concepts and terminology with which the learners are already familiar?
5) Is the explanation expressed in a clear, coherent and fully intelligible way?

To make it easy to evaluate, the characteristics of effective teacher talk activities can be simplified into four points.
1) The talk should be grammatically simple, one idea means one sentence
2) The talks use words which are at student background knowledge
3) When explaining, the talk should make good use of examples, such as real example
4) The order of talk when explaining must be logic or coherent.

At the part of data analysis, the four points will be used as indicator whether the teacher talk activities are effective or ineffective.

METHOD

The method used in this study is instrumental case study. The primary goal of an instrumental case study research design is to better understand a theoretical question or problem (Hancock and Algozzine, 2006, p.32). The problem the researcher wish to understand is how PPL II students in classroom apply teacher talk activities.The cases aretaken from two students.

In this research, observation and document analysis are technique used in gathering data. The observation itself is conducted twice in teaching practice situation at respective school. The observation is adapted from observation sheet in Richards and Lockhart (2007, p. 159). The aspects observed are 1) TL = Teacher describes, explains, narrates, directs, 2) TQ = Teacher questions, 3) TR = Teacher responds to student response, 4) SR = Student response to teacher's questions, 5)SV = Student volunteers information, comments or questions, 6)S = Silence, 7)X=unclassifiable

The teaching learning process is recorded for later review and analysis. The records are transcribed based on Richards (2003 in Burn, 2010, p.113) which suggests four steps in a basic analysis:1) providing a general characterization; 2) identifying grossly apparent features; 3) focusing on structural elements; and 4) developing a description.

FINDING AND DISCUSSION

Teacher talk and student talk activities from case 1 is transcribed into extract 2 and extract 3,together with lesson objective and level of students as shown below.

Level of student: 8th grade of Junior High School
Learning Objective:
The student are able to :
1. answer the questions related to Descriptive Text
2. identify general information about "Floating Market"

Extract 2
1   assalamualaikum, good morning everybody (ST)
2   how is life?(ST)
3   i am very well thank you
4   let's call the roll
5   who is absent today?
6   so is everybody is here (ST)
7   okay good
8   are you ready to start our lesson today (ST)
9   before we start our lesson today , i have video for you
10 so what is the video? (ST)
11 where is the location of floating market? (ST)
12 good answer
13 where does take place of floating market? (ST)
14 very good
15 when does the floating market begin? (ST)
16 excellent
17 what does trader and sellers use in floating market? (ST)
18 very good
19 what is jukung in english? (ST)
20 do youknow?
21 very good
22 jukung can means boat or we can call canoe
23 what do they sell in floating market? (ST)
24 do they sell book? (ST)
25 do they sell goat?(ST)
26 so what do they sell? (ST)\
27 yes, they sell vegetables, etc
28 so have you evergone to floating market (ST)
29 Where is the place (ST)
30 good Bayu
31 do you buy something? (ST)
32 what do you see on that place? (ST)
33 very good
34 is that good place? (ST)
35 wow it is a good experience
36 now from the video,what is our topic today? (ST)
37 (T tells learning objective)
38 Okay, i'll give you some papers of the text
39 have you got the text?(ST)
40 Good
41 now look at the pic
42 wahyu, plese read the definition
43   for others, pay attention to yur friends and keep silent
44 thank you wahyu
45 now look at the example of the text
46 i'll give you one minute to read the text
47 and then I'll choose some of you to read the text, but before that I read the text before you
48 is it clear (ST)
49 good
50 Ok, please read the text
51 Ok. Finished
52 who wants to try to read, please raise your hand (ST)
53 yes, please Erwin. read the first paragraph(ST)
54 thank you, Erwin
55 next who wants to try to read the second paragraph (ST)
56 thank you, Ristia
57 now let's discuss

58 what is the title of the text (ST)
59 so, what is floating market (ST)
60 good students
61 what does the first paragraph talk about (ST) So the first paragraph talks about identification of floating market
62 and then for second until fourth paragraph talk about (ST)
63 very good students
64 what tense is used in the story (ST)
65 good
66 this story used simple present tense
67 good class, give applause for us
68 now i'm going to distribute some papers of questions for you
69 All of you got the paper (ST)
70 Now I'll give you ten minutes to answer he qustions on this paper
71 Please annswer yhe questions, if you finish we can discuss the answers together.
72 any questions(ST)
73 Ok please answer
74 Ok time is up
75 have you finished (ST)
76 let's discuss together. Now who wants to try to answer for the first question please raise your hand and write your answer on the blackboard (ST)
77 Ok please comee to the front
78 thank you Kania. Any others answers (ST) in which paragraph for the first answer (ST) very good
79 so the answer ii right
80 ok. I'll give you evaluation by another text
81 please answer the question based on the text
82 if you have finish you can collect (ST)
83 ok students what wehave learned today (ST)
84 yes that is right. today we have learned about decriptive text
85 do you have some questions about material today (ST)

Extract 3
1 ss wa'alaikumussalam,good morning ma'am
2 ss i'm fine thank you and you ma'am
3 ss nobody ma'am
4 ss yes ma'am
5 ss floating market
6 ss in banjarmasin
7 ss at the river of barito,kuin
8 ss subuh ma'am
9 ss jukung
10 ss boat
11 ss no ma'am
12 ss vegetables
13 ss yes ma'am
14 ss at siring
15 ss beautiful

16 ss yes ma'am
17 s1 me, ma'am
18 s2 me ma'am
19 s3 simple present tense
20 ss yes
21 ss no
22 ss not yet
23 s4 me ma'am
24 s4 in the first paragraph
25 ss yes
26 ss descriptive text ma'am
27 ss no

If the teacher talk and the student talk activities are classified, it will be like the table below.

Tabel 1.

NO	TEACHER TALK ACTIVITY	EXTRACT	TOTAL
1	TL	2.4, 2.9, 2.22, 2.37, 2.38, 2.41, 2.42, 2.43, 2.45, 2.46, 2.47, 2.48, 2.51, 2.52, 2.54, 2.58, 2.62, 2.67, 2.69, 2.71, 2.72, 2.74, 2.75, 2.78, 2.81, 2.82, 2.83, 2.85,	28
2	TQ	2.2, 2.5, 2.6, 2.8, 2.10,2.13, 2.15, 2.17, 2.19, 2.20, 2.23, 2.24, 2.25, 2.26, 2.28, 2.29, 2.31, 2.32, 2.34, 2.36, 2.39, 2.49, 2.53, 2.56, 2.59, 2.60, 2.63, 2.65, 2.70, 2.73, 2.76, 2.77, 2.79, 2.84, 2.86	35
3	TR	2.3, 2.7, 2.12, 2.14, 2.16, 2.18, 2.21, 2.27, 2.30, 2.33, 2.35, 2.40, 2.44, 2.50, 2.55, 2.57, 2.61, 2.64, 2.66, 2.68, 2.80,	21
4	SR	3.1, 3.3 to 3.27	26
5	SV	3.2,	1
6	S		
7	X	2.1, 2.	1

Note:
1) TL = Teacher describes, explains, narrates, directs,
2) TQ = Teacher questions,
3) TR = Teacher responds to student response,
4) SR = Student response to teacher's questions,
5) SV = Studentvolunteers' information, comments or questions,
6) S = Silence
7) X = Unclassifiable

From the table, it can be seen that PPL II students performed 28 times TL, 35 times TQ, 21 times TR and once unclassifiable talk, while students perform talk only 27 timesfrom the total talk in the class, teacher performs 76% of it.In general, it shows that teacher performs so much talk in the classroom.

Tabel 2.

No	Teacher Language	Extract	Total
1	Describe	-	0
2	Explain	2.22, 2.37, 2.62, 2.67, 2.85	5
3	Narates	2.29, 2.45	2
4	Direct	2.4, 2.38, 2.42, 2.42, 2.43, 2.46, 2.47, 2.48, 2.51, 2.52, 2.54, 2.58, 2.69, 2.71, 2.74, 2.75, 2.78, 2.81, 2.82, 2.83	21

The TL data shows that the prospective teacher direct (21 times) more than describing (once), explaining (5 times), and narrating (2 times). The order of talk when she directs students is incoherent, for example when she direct student to look at the picture (2.41) she ask the students to read a definition (2.42)

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The analysis of TQ is focused on the clarity of question used by the prospective teacher. Our data of the TQ shows that the prospective teacher could not arranged question systematically and grammatically, for example, the question: where does take place of floating market (2.13) is ungrammatical and confusing but students can answer the question. Grammatically the question should be: where is the place of floating market.

The TR data shows that the prospective teacher uses monotonous responses so that the students does not get additional information about possibility to use other or various expressions for the same things.

The SR and SV data shows that students are not encouraged to give long responses.

In conclusion the atmosphere of the teaching and learning in the classroom is very awkward.

Next, teacher talk and student talk activities from case 2 is transcribed into extract 4 and extract 5,also with lesson objective and level of students as shown below.

Level of student: The 10th grade of Senior High School
Learning Objective:
The student are able to :
1. Identify kinds of text
2. Identify general information
3. Identify generic structure of procedure text
4. Identify ingredients of procedure text read.

Extract 4

1 good morning student (ST)
2 how are you (ST)
3 i'm very well. Thank you
4 let's pray according to our respective faith
5 cease praying
6 ok student, lets call the roll
7 who is missing today (ST)
8 students, look at this picture
9 what video is this (ST)
10 can you guess what intent of the video (ST)
11 ok. Good students
12 ok. Can you guess what is the topic for our lesson today
13 do you know student (ST)
14 right
15 do you know what is procedure text (ST)
16 ok. Good
17 procedure text is a kind of text that shows a series of order of making something, doing something, or getting somewhere
18 Students, do you know generic structure of procedure text (ST)
19 Goal, material, steps

20 Now i want you to make group with your friends (ST)
21 Have you got your group (ST)
22 Here, i have a question procedure text about how to make lemon tea
23 I'm going to distribute the text (ST)
24 Have you all gt it (ST)
25 Good students
26 Now please read and answer the text with your group 10 minutes
27 Well students, if you have any difficult words, you can ask me
28 Do you have any questions (ST)
29 Now i want you write the answer on the blackboard (ST)
30 Now let's correct the answer together (ST)
31 Question number 1, what kind of the text above (ST)
32 Ok. Good.
33 Question number 2 what is made on the text (ST)
34 This is right
35 Question number 3, what is the purpose of the text (ST)
36 Ok good
37 Next question number 4; wash the lemon,boil water to make lemon tea,is included type in generic? (ST)
38 Good students
39 Ok last question, what is ingridients to make lemon tea (ST)
40 Ok good
41 What is our topic today (ST)
42 Ok. Good. Our topic today is procedure text
43 Ok. Before we close our lesson today, let's say a prayer according to our respective faith
44 Ok. That's all for today

Extract 5
1 Ss good morning sir
2 Ss i'm fine, and you
3 Ss no one Sir
4 Ss lemon tea sir
5 Ss make lemon tea
6 Ss procedure text sir
7 Ss make something
8 Ss no sir
9 Ss yes
10 Ss yes
11 Ss yes, sir
12 Ss yes sir
13 Ss no, sir
14 Ss yes, sir
15 Ss yes
16 Ss Procedure text
17 Ss lemon tea
18 Ss the purpose of the text is to make lemon tea
19 Ss Steps

20 Ss   4 lemons, 5 tablespoons of sugar or honey powder, 5- 7 cup of water sir

21 Ss   Procedure text, sir

The classification of teacher talk and student talk activities is presented at the table below.

Tabel 3

NO	TEACHER TALK ACTIVITY	EXTRACT	TOTAL
1	TL	4.4, 4.5, 4.6, 4.8, 4.17, 4.19, 4.20, 4.22, 4.23, 4.26, 4.27, 4.29, 4.30, 4.42, 4.43, 4.44	16
2	TQ	4.7, 4.9, 4.10, 4.12, 4.13, 4.15, 4.18, 4.21, 4.24, 4.28, 4.31, 4.33, 4.35, 4.37, 4.39, 4.41	16
3	TR	4.3, 4.11, 4.14, 4.16, 4.25, 4.32, 4.34, 4.36, 4.38, 4.40	10
4	SR	5.1 to 5.21	21
5	SV		-
6	S	-	-
7	X	4.1	1

Note:
1) TL = Teacher describes, explains, narrates, directs,
2) TQ = Teacher questions,
3) TR = Teacher responds to student response,
4) SR = Student response to teacher's questions,
5) 5)SV = Studentvolunteers' information, comments or questions,
6) S = Silence
7) X = Unclassifiable

It can be interpreted here in case 2, PPL II students performed 16 times TL, 16 times TQ, 10 times TR and once unclassifiable talk, while students perform talk only 21 times from the total talk in the class, teacher performs 68% of it.Overall it shows that teacher performs the most of the talk in the classroom.

Tabel 4

NO	TEACHER TALK ACTIVITY	EXTRACT	TOTAL
1	TL	4.4, 4.5, 4.6, 4.8, 4.17, 4.19, 4.20, 4.22, 4.23, 4.26, 4.27, 4.29, 4.30, 4.42, 4.43, 4.44	16
2	TQ	4.7, 4.9, 4.10, 4.12, 4.13, 4.15, 4.18, 4.21, 4.24, 4.28, 4.31, 4.33, 4.35, 4.37, 4.39, 4.41	16
3	TR	4.3, 4.11, 4.14, 4.16, 4.25, 4.32, 4.34, 4.36, 4.38, 4.40	10
4	SR	5.1 to 5.21	21
5	SV		-
6	S	-	-
7	X	4.1	1

The TL data shows that the prospective teacher direct (11 times) more than describing (0 times), explaining (3 times), and narrating (once). The order of talk when he directs students more systematical than the previous cases even the prospective teacher show openness to his students. Forexample, when he direct student to read and answer the text in 10 minutes he gives opportunity to students to ask him if they found difficulties in understanding the text. (4.26)

Our data of the TQ shows that the prospective teacher could not arranged grammatical questions. For example, he used double questions at 4.12. The question will be more grammatical if it is asked in this way: Can you guess the topic of our lesson today.

The TR data shows that the prospective teacher uses monotonous responses so that the students does not get additional information about possibility to use other or various expressions to appreciate the students' responses.

The SR and SV data shows that students are not encouraged to give long responses so that the teaching and learning process do not develop students' skill to speak more. In other word, the teacher and learning process focus on developing passive skill.

CONCLUSION

The two cases of teacher talk analysis shows that the prospective teacher just focus to small scale of teaching and learning objective. They do not consider the great scale of the objective of teaching and learning language that should integrate four skills of language. When they focus on reading skills they forget to develop students speaking skill. Besides both cases show that teachers dominate the talk in the class.Atmosphere of teaching and learning seems inflexible.

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PROFILE OF STUDENT MATH SPECIFIC SELF ESTEEM EDUCATION ELEMENTARY SCHOOL TEACHER

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ABSTRACT

This study aimed to examine and describe of student math specific self esteem education elementary school teacher. To get the research data used instrument of self-esteem scale mathematical PGSD students. The study population was all students PGSD force in 2015 with a sample of students PGSD four classes were selected by cluster random sampling. The data were analyzed qualitatively to the data self-esteem. The instruments used were 30 statements about the self-esteem of four indicators namely: worthiness, successfulness, significance and capability. The results showed the general self-esteem of students PGSD force in 2015 are in the moderate category.

Keywords: Profile, math specific self esteem, Student PGSD

Many issues need to be resolved in the field of education, among which the decrease in the national character that is reflected by the many news-negative coverage about the behavior of our nation's children. If this situation is allowed to continue then this nation will collapse, because the character of our nation is lost. One way to foster students' character is to foster through formal education by improving the existing curriculum for character formation has not get a place in the education curriculum.

Curriculum 2013 is expected to be a solution to improve the quality of human resources to face changes in the world, due to the formation of national character is an important aspect of the quality of human resources because it helped determine the progress of a nation. The 2013 curriculum emphasizes the spiritual element or affective aspects as a core competency or key competencies that must be achieved after the learning process. Affective aspect is the aspect related to attitudes and values. With the emphasis on the affective aspects of the curriculum in 2013 is expected to solve the problem of the decline in the nation's character. Affective region is the region associated with emotional aspects such as feelings, interests, attitudes, emotions, values, adherence to moral and so on. In it include receiving / attending, responding, valuing, organization, and characterization. Affective aspect is closely related to the values and self-concept.

This affective aspects contributed to the success of a person in a job well done. One of the affective aspects need to be developed in the world of education is self-esteem. The development of self-esteem in schools is still not visible, it is supported by the facts presented Rohayati (2011), that there are still many Indonesian students lack confidence. Students will feel nervous and tense when faced with problems.

The term self-esteem is defined as confidence or self-belief. Self-esteem is high or low scoring individuals on matters relating to him which indicate that the extent to which individuals like him as a person capable, important, worthy, worthy, useful and valuable. Self-Esteem is very important to develop a personal realization of the democratic conditions that are important to be prepared early, because self-esteem is also included as part of the components of the feelings aspects of moral.

Coopersmith (Reyna, 2000; Cristian, et al., 1999; Muijs and Reynolds, 2008) defines self-esteem as an individual judgment about the worthiness, successfulness, significance, and the capability itself expressed in the attitude of people towards itself.

Rosenberg (Al Hadad, 2010) holds that self-esteem is a person's positive or negative orientation towards itself or can be said to be a comprehensive evaluation of how someone judge him. Self esteem is a phenomenon of developments that began widely studied. Self Esteem has been investigated by Al Hadad (2010) and Wahyuni (2012). Wahyu (2012) examined self-esteem and found an increase in self-esteem of students in mathematics who obtain ARIAS better learning than students who received conventional learning. In addition there is a positive relationship between the ability of a mathematical representation with self-esteem of students in mathematics. However, there are different things that invented by Al Hadad (2010), Al Hadad found that self-esteem of students in maths after studying with the Open Ended approach, not better than before in terms of the whole student. But when viewed from the level of the school, apparently self-esteem of students in

mathematics at the high school level better after studying with the Open Ended approach.

Based on interviews with PGSD students found that 68% of students who choose PGSD hope not meet math anymore because most of the students still have a negative perception towards mathematics, they feel fear, trauma, and difficulty when solving problems in mathematics. They believed and saw himself incapable and weak when the clock time math to arrive. Whereas PGSD students who are candidates for primary teachers will teach mathematics charge in the learning process. The author chose elementary student teachers who will become elementary school teachers would need to have the ability of high self esteem. So, I want to know about the profile of the self-esteem of students mathematical level 1 which will follow the students during learning in PGSD for 4 years mathematical ability of students self-esteem will rise and be categorized as high. So that someday, prospective primary teachers can make the prospective protege has a self-esteem high mathematical, because mathematically self-esteem should be prepared early.

Based on the background of the problem the authors formulate the following research questions: What is the profile of self-esteem mathematical PGSD students?

Based on the above, the purpose of this study was to describe the profile of self-esteem mathematical PGSD students.

METHODOLOGY

This research is a qualitative descriptive study, the research results presented descriptively. This research to uncover profile student self-esteem mathematically traced through a closed questionnaire scale. This research was conducted in the Department of Studies Program KSDP PGSD FIP UM Academic Year 2015/2016. The population of this research are all first year students PGSD FIP UM student semester of the 2015/2016 academic year. Four classes randomly selected from a population, of 88 students for the research sample.

The instrument of this study is the researchers themselves as the main and auxiliary instruments are instruments in the form of non-test questionnaire scale closed. Student Self-Esteem is obtained by using the enclosed questionnaire scale, conceived and developed based on the self esteem aspects, namely: ability, success, usefulness, and goodness themselves in mathematics. Before this instrument is used will be tested in advance to determine the level of legibility.

Instrument development of self-esteem of students about math begins with preparation of the 30-point declaration is equipped with four possible answers, namely Strongly Agree, Agree, Disagree, Strongly Disagree, each answer choice proposed a score of 1 to 4. the indicators used in this study are:

Table 1. Indicators Self-Esteem Mathematical Instruments

Aspect Measured	Indicators
Student assessment of the capabilities himself in mathematics	1. Showed confidence in his ability in math 2. Showed confidence that he is able to solve mathematical problems
Student assessment about the success himself in mathematics	1. Demonstrate awareness of his strengths and weaknesses in learning mathematics 2. Shows a sense of pride when succeed in math
Student assessment about significance himself in mathematics	Shows the confidence that he is helpful to friends and family in learning mathematics
Student assessment about worthiness himself in mathematics	1. Show a positive attitude in learning mathematics 2. Demonstrate sincerity in solving mathematical problems 3. Demonstrate a willingness to learn mathematics for his own not influenced others

Analysis of the data in this study conducted with the following steps: data reduction, exposure data and proceed with the conclusion. After the data poll result is obtained, then do the scoring for each answer student. The following scoring used for each answer:

1) For positive statements

Strongly Agree	given a score of 4
Agree	given a score of 3
Disagree	given a score of 2
Strongly Disagree	given a score of 1

2) For negative statements

Strongly Agree	given a score of 1
Agree	given a score of 2
Disagree	given a score of 3
Strongly Disagree	given a score of 4

Categorization on the instrument self-esteem of students will divide the sample into three categories: high, medium, and low. The steps taken in determining the student category is asfollowing:

a. Determining the Z score, which is the formula:
$$Z_{Score} = \frac{x - \bar{x}}{S_d}$$

b. Instrument data is transformed into data interval, with the formula:
$$T = 50 + 10\,Z\,score$$

Based on calculations, can be determined categorization self-esteem of students who can be seen in Table 2 as follows:

Table2. Categorization Self-Esteem

Interval	Category	Interpretasi
≤ 40	Low	Students have the achievement levels of self esteem are less than optimal in all aspects of self-esteem
41 – 59	Medium	Students are at the level of self-esteem conditional, meaning that students have self-esteem in all aspects of self-esteem, but still sometimes, depending on the situation and the condition being faced by students
≥ 60	High	Students have reached the level of self-esteem that ideal, meaning that students have an optimal level of self esteem in all aspects of self-esteem

Adapted from Prawira (2015:41)

In addition to the scoring method, the data obtained is calculated by a formula percentage. Data from the questionnaire are grouped based on the number of students to answer a question in order to determine the percentage and frequency of each alternative answers and for ease in reading data. Then calculated as a percentage as follows:

$$p = \frac{f}{n} \times 100\%$$

Dengan:

P = the percentage of responses

f = frequency response

n = many respondents

Having calculated the percentage of the questionnaire answers, then as the final stage of interpretation performed using the percentage categories, with category based Hendro (Maulana, 2002: 23) is as follows:

Table3. Criteria Percentage Questionnaire

Persentase Jawaban (p)	Kriteria
P = 0%	Nobody
0% < p < 25%	Fraction
25% < p < 50%	Nearly half
P = 50%	Half
50% < p < 75%	Mainly
75% < p < 100%	Almost entirely
P = 100%	Wholly

RESULT AND DISCUSSION
Result

In this study, the data were analyzed in the form of self-esteem scale data given to 88 students. Based on the analysis of data obtained a minimum score of self-esteem that is 28.18 students who are in the category of self-esteem is low and score maximum score of self-esteem of students is 73.33 which is in the category of high self-esteem. As for the distribution of data for each criterion are presented in the following table:

Table 4. Description Data Mathematically Student Self-Esteem PGSD

Num	Score	Number of Students	Percentage	Criteria
1	≤ 40	14	15,91%	Low
2	41 – 59	61	69,32%	Medium
3	≥ 60	13	14,77%	High
	Total	88	100%	

In Table 4 shows that the average student has self-esteem with the medium category. The results of data analysis based on aspects of indicators of self esteem that is:

Table 5. Description of Data Self-Esteem Mathematically Student of PGSD Based Indicators

No	Aspek yang Diukur	$\bar{x}$	Kriteria
1	Student assessment of the capabilities himself in mathematics	42,63	Medium
2	Student assessment about the success himself in mathematics	58,54	Medium
3	Student assessment about significance himself in mathematics	50,56	Medium
4	Student assessment about worthiness himself in mathematics	48,87	Medium

In Table 5 shows that the average student has self-esteem with category on all aspects of indicators of self esteem.

The recapitulation of the answers self esteem PGSD students are presented in the following table:

Table6. Recapitulation of Results Answer Self Esteem Mathematics Student PGSD

Aspek yang Diukur	Indikator	Nomor Pernyataan Positif	Nomor Pernyataan Negatif	$\bar{x}$	Kriteria
Student assessment of the capabilities himself in mathematics	Showed confidence in his ability in mat	1		30,52	Low
			2	44,12	Medium
			3	50,56	Medium
	Showed confidence that he is able to solve mathematical problems	4		38,75	Low
			5	49,13	Medium
		6		42,69	Medium
Student assessment about the success himself in mathematics	Demonstrate awareness of his strengths and weaknesses in learning mathematics	7		45,55	Medium
			8	28,01	Low
	Demonstrate awareness of his strengths and weaknesses in learning mathematics	9		69,53	High
		10		69,89	High
		11		67,74	High
			12	63,45	High
			13	65,59	High
Student assessment about significance himself in mathematics	Shows the confidence that he is helpful to friends and family in learning mathematics	14		54,14	Medium
		15			Medium
				46,98	
Student assessment about worthiness himself in mathematics	Show a positive attitude in learning mathematics	16		56,65	Medium
			17	34,81	Low
			18	53,78	Medium
			19	52,71	Medium
		20		55,57	Medium
			21	45,91	Medium
	Demonstrate sincerity in solving mathematical problems	22		57,72	Medium
			23	53,78	Medium
		24		51,99	Medium
			25	43,40	Medium
	Demonstrate a willingness to learn mathematics for his own not influenced others	26		55,57	Medium
		27		55,21	Medium
			28	54,863	Medium
			29	10,11	Low
			30	50,92	Medium

Discussion

The research showed that a small percentage of students have low self esteem and high. While most students have self esteem in the medium category. The following will discuss the findings in this study of any aspects of your self esteem.

Profile of Student self esteem PGSD with Aspect Capabilities

In the aspect of this capability, there are two indicators of confidence in his ability at mathematics and conviction that he is able to solve mathematical problems. From the two indicators

PGSD students in middle category with scores from each indicator are 41.73 and 43.52. This shows that students PGSD own confidence in his ability at mathematics and conviction that he is able to solve mathematical problems but still sometimes, depending on the circumstances being faced by students. This is evident from the students feel confident can solve mathematical problems and believe that they have something to be proud of, although it is still dependent on certain mathematical material that they understand.

Profile of self esteem with Aspect PGSD Student Success

In the aspect of success there are two indicators that belief in her strengths and weaknesses in learning mathematics and a sense of pride when succeed in mathematics. From both of these indicators, there are seven statements to unravel on this aspect. In this aspect, the students PGSD have categories that are low on confidence in the strengths and weaknesses of himself in learning mathematics with the average score is 36.78. As well as the medium category indicator pride when succeed in mathematics. From these findings, it can be seen that the students PGSD not know and realize the strengths and weaknesses in learning mathematics. This causes the students do not know how to learn good mathematics. However, PGSD students will feel proud when they can solve mathematical problems.

Profile of self esteem PGSD students with aspects of the Expediency

Students have the category of being on this aspect with a score of 50.56. this means PGSD students have confidence that he helpful to friends and family in learning mathematics although depending on the circumstances being faced by students.

Profile of self esteem PGSD students with aspects of the Self Goodness

There are three indicators on this aspect of demonstrating a positive attitude in learning mathematics, showing seriousness in solving mathematical problems, and demonstrate a willingness to learn mathematics for his own not influenced by others. Of the three indicators, the average score of each indicator, respectively, are: 49.91; 51.73; and 25.19. Of the three indicators that need attention are the three indicators which have a lower category in terms of willingness to learn math because his own is not influenced by others. Thus PGSD students do not have awareness of himself in learning mathematics.

Based on the profile above it can be seen that the average score of student self-esteem PGSD is 50.00 with the medium category. This means PGSD students are at the level of self-esteem conditional, meaning students have self-esteem in all aspects of self-esteem, but still sometimes, depending on the circumstances being faced by students.

Thus, we as educators need to prepare teacher candidates prospective elementary teachers to have high self esteem through various approaches and models appropriate learning, for the purpose of mathematics education to make students able to think logically, critically and creatively; able to learn independently according to their potential; as well as being able to analyze and solve problems in everyday life, can be achieved. Thus, with the learning of mathematics can improve mathematics achievement of students, while increasing self-esteem in the students themselves.

Because if the students self esteem high, especially in the field of mathematics, the students will look more optimistic, confident and always be positive in dealing with problems in mathematics, as well as to the failure they experienced. Students with high self-esteem to be able to respect themselves and see the positive things that can be done for the sake of success in the future.

CONCLUSION

Based on the findings of the self-esteem of students, it can be concluded that in general the self-esteem of students PGSD 2015 class in middle category. In this category are marked with a) sure and confident in his ability in mathematics, b) confident and able to solve the existing problems in mathematics, c) is confident of success in mathematics, d) believes that it is useful to friends and family in learning mathematics, e) have a positive attitude in learning mathematics, f) a seriousness and willingness to solve mathematical problems, and g) have the desire to learn mathematics as his own. Hope for the future, lecturers PGSD more attention to improve the self-esteem of students, so as to help the success of students in completing the task as well as a provision when they become elementary teachers will increase the self-esteem of elementary school students.

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