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Nowadays, in the rapid changing in the world, the partnership has the very important role to improve every institution quality and competitiveness. Not only in the business area but also in the higher education institution service and management, we have to enhance our collaboration time by time. In the other side, we reveal that research is a core and an important activity to improve human prosperity. By enhancing our collaboration in our research activity, it will engage our institution to be better. This international joint seminar on School Administration and Multicultural Society as a part of mutual cooperation between Ahmad Dahlan University, Indonesia and Thaksin University, Songkhla, Thailand, is intended to study any issues concerning with education, sciences, and humanities. Through this seminar, all participants and both universities can seek the possibilities of joint research or collaborative research among others in multi and interdisciplinary area.

7

Songkhla, April 2015 Editor iii TABLE OF CONTENTS TITLE PAGE PREFACE iii TABLE OF CONTENTS v THE USE OF LETTER TILES TO TEACH SPELLING AT ELEMENTARY SCHOOL Elita Elva Lintang Femila 1 ASSESSMENT TECHNIQUES USED BY TEACHERS IN ASSESSING STUDENTS' SPEAKING SKILL Zahara Ramadani LANGUAGE TEACHERS' COMPETENCE IN THEMATIC INTEGRATED ASSESSMENT IN THE CITY OF YOGYAKARTA Pujiati Suyata, Triwati Rahayu, Umi Rokhyati 5 12

IMPLEMENTATION OF K TO 12 PROGRAM IN THE PHILIPPINES Nizami A. Thalib, Karen V. Dimapilis 20 COGNITIVE BEHAVIOR MODIFICATION TO REDUCE ANXIETY OF 6TH GRADE STUDENT AT ELEMENTARY SCHOOL IN YOGYAKARTA CITY Yuli Fitria 25 CONCEPTUAL MODEL IDENTIFICATION OF PERSONAL LEARNING ENVIRONMENT Dwi Sulisworo 30 THE AEC CHALLENGES AND THE CURRICULUM CHANGES IN INDONESIA: GUIDANCE AND COUNSELING PERSPECTIVE Anisa Mawarni, Dody Hartanto 36 BRAIN FUNCTIONS AND THE CONCEPTS OF BRAIN-MIND IN NATURE OF WORLDS 1, 2 AND 2 BY JOHN C. ECCLES Pramugara Robby Yana 44 THE HIDDEN CURRICULUM ANALYSIS ON ELEMENTARY SCHOOL IN INDONESIA Ika Maryani, Dwi Sulisworo 47 MAINTAINING PLURALISM ON INTER-FAITH DIALOGUE Imam Ahmad Amin AR, RR. Erita Yuliasesti Diah S. 53 EXPERIENCE ON JOINT DEGREE PROGRAM BETWEEN AHMAD DAHLAN UNIVERSITY, INDONESIA AND UNIVERSITY OF NUEVA CACERES, PHILIPPINES Lustiana Sari, Emma Lirag 57 ISLAMIC PSYCHOSPIRITUAL THERAPY FOR IMPROVE ADOLESCENCE PSYCHOLOGICAL WELL BEING Novia Fetri Aliza, Siti Urbayatun 61 DEVELOPING MATHEMATICS E-MODULE MATERIAL TRANSFORMATION FOR GRADE VII OF SMP/MTs WHOLE SEMESTER BASED ON CURRICULUM 2013 Sekar Cakrawala Aji, Suparman 68 DEVELOPMENT OF LEARNING MATHEMATICS MEDIA BASED INTERACTIVE MULTIMEDIA USING ADOBE FLASH CS 6 ON 73 v TITLE PAGE MATERIAL PROGRAM LINEAR WITH A SCIENTIFIC APPROACH IN SMA / SMK CLASS XI Angga Dharma Prastya, Sumargiyani POSTMETHOD ERA AND ITS IMPLICATION FOR LANGUAGE TEACHER EDUCATION Umi Rokhyati 78 SOCIAL SUPPORT GROUP FOR MOTHER OF CHILD AT NUTRITION REHABILITATION HOME YOGYAKARTA Nobelia Adicondro 84 THE IMPORTANCE OF CULTURAL ART AS MORAL FORMATION OF NATION Noer Doddy Irmawati 89 PARTICIPATION IN THE PERFORMANCE OF THE SCHOOL BOARDS UNDER SONGKHLA PRIMARY EDUCATIONAL SERVICE AREA 3 OFFICE Sathit Kaewsri 93 MANAGEMENT IN ACCORDANCE WITH THE PRINCIPLES OF GOOD GOVERNANCE OF THE SCHOOL ADMINISTRATORS UNDER THE OFFICE OF ELEMENTARY EDUCATION IN SONGKHLA AREA 3 Jumpol Nilrat 94 THE ROLES OF SCHOOL ADMINISTRATORS EFFECTING ON TEACHER DEVELOPMENT IN ISLAMIC PRIVATE SCHOOL UNDER THE OFFICE OF PRIVATE EDUCATION COMMISSION, PATTANI PROVINCE Huda Waleng 95 ORGANIZATIONAL ENGAGEMENT OF TEACHERS IN TRANG PRIMARY EDUCATION SERVICE AREA OFFICE 2 Khunanon Noothong 96 WORK MORALE OF TEACHERS WORKING UNDER SOUTHERN BUREAU OF SPECIAL EDUCATION Kriangkrai Jamsuriya 97 THE COMPETENCY ACCORDING TO PROFESSIONAL STANDARDS OF THE SCHOOL ADMINISTRATORS UNDER THE SECONDARY EDUCATIONAL SERVICE AREA OFFICE 16 Bunprapa Chuaychom 98 STUDENT CARE MANAGEMENT SYSTEM IN SECONDARY SCHOOLS UNDER THE SECONDARY EDUCATIONAL SERVICE AREA OFFICE 16 Thanyalak Bangassaroh 99 MANAGEMENT OF INFORMATION IN SCHOOLS UNDER LOCAL GOVERNMENT ORGANIZATIONS REGION 8 (SOUTHERN BORDER PROVINCES) Arnut Saisalam 100 INTERNAL SUPERVISION OF SCHOOL ADMINISTRATORS AS PERCEIVED BY THE TEACHERS UNDER OFFICES OF THE NON- FORMAL AND INFORMAL EDUCATION IN THE THREE SOUTHERN 101 vi TITLE PAGE BORDER PROVINCES Baidah Muaenkoo MANAGEMENT BEHAVIORS OF ADMINISTRATORS OF SCHOOLS UNDER MUNICIPALITIES IN SONGKHLA Boonpha Jaranai 102 MANAGEMENT OF CHILD DEVELOPMENT CENTERS AT TAMBON KHOONTADWAI ADMINISTRATIVE ORGANIZATIONS IN CHANA DISTRICT, SONGKHLA PROVINCE Chawalit Jindaprasert 103 THE RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP OF SCHOOL ADMINISTRATORS AND WORK COMPETENCY OF TEACHERS UNDER THE OFFICE OF TRANG PRIMARY EDUCATIONAL SERVICE AREA 2 Dungkamon Nootong 104 LEADERSHIP STATUSES OF SCHOOL ADMINISTRATORS AS PERCEIVED BY THE TEACHERS WORKING UNDER SONGKHLA PRIMARY EDUCATION AREA OFFICE 3 Kanchana Chanachai 105 QUALITY OF WORKING LIFE OF

TEACHERS IN ISLAMIC PRIVATE SCHOOL, OFFICE OF THE PRIVATE EDUCATION SONGKHLA PROVINCE IN SONGKHLA SPECIAL DEVELOPMENTAL AREA Nurulhuda Samaenaeng 106 DECISION MAKING OF STUDENT GUARDIANS IN SENDING THEIR CHILDREN TO PRIVATE SCHOOLS IN HAT YAI CITY MUNICIPALITY AREA Pamrat Intharit 107 THE ACADAMIC ADMINISTRATION OF OPPORTUNITY EXPENSION SCHOOL OF SATUL PRIMARY EDUCATIONAL SERVICE AREA OFFICE Panthipa Boonchak 108 THE INTERNAL QUALITY ASSURANCE OPERATION WITHIN EDUCATIONAL INSTITUTES UNDER OFFICE OF NON-FORMAL AND INFORMAL EDUCATION IN THE THREE SOUTHERN THAI BORDER PROVINCES Patcharee Chairaj 109 LEADERSHIP TRAITS OF ADMINISTRATORS OF MUNICIPALITY SCHOOL IN SONGKHLA PROVINCE Pornthip Salalee 110 ENHANCING CLASSROOM RESEARCH OF TEACHERS WORKING UNDER NARATHIWAT PRIMARY EDUCATIONAL SERVICE AREA OFFICE 2 Prasit Thongkham 111 TAKING CARE AND HELPING STUDENT OPERATION SYSTEMS OF SCHOOLS UNDER NARATHIWAT PRIMARY EDUCATION AREA OFFICE Sakeenah Samao 112 ACADEMIC ADMINISTRATION OF SCHOOL ADMINISTRATORS 113 vii TITLE PAGE UNDER NARATHIWAT PRIMARY EDUCATIONAL SERVICE AREA OFFICE 3 Saranyoo Mamah ACTUAL AND EXPECTED ATTRIBUTES OF FEMALE ADMINISTRATORS AS PERCEIVED BY TEACHERS UNDER THE OFFICE OF SECONDARY EDUCATIONAL SERVICE AREA 16 Theeraporn Samangsri COMPETENCY OF SCHOOL ADMINISTRATORS AS PERCEIVED BY TEACHERS UNDER SONGKHLA OFFICE OF PRIMARY EDUCATIONAL SERVICE AREA 3 Usman Wasari 114 115 ROLES OF ADMINISTRATORS IN SCHOOLS UNDER NARATHIWAT PRIMARY EDUCATIONAL SERVICE AREA OFFICE 1 Yamila Waenama 116 THE STUDY OF FACTORS RELATING TO CHARACTERISTICS OF MATHAYOMSUKSA 6 STUDENTS UNDER THE SECONDARY EDUCATIONAL SERVICE AREA OFFICE 16 Vairin Payoungkiattikun 117 THE CLASSROOM ACTION RESEARCH PROMOTING FOR TEACHERS IN SURATTHANI PROVINCE UNDER THE SECONDARY EDUCATION SERVICE AREA OFFICE 11 Kotchapan Kongwattananon 118 TEAMWORK OF TEACHERS IN THE PRIMARY SCHOOLS UNDER YALA PRIMARY EDUCATIONAL SERVICE AREA OFFICE 2 Karaked Sonsuriyawong 119 IN-SCHOOL SUPERVISION BY DIRECTOR UNDER SECONDARY EDUCATIONAL SERVICE AREA OFFICE 16 Kunanon Thongkrod 120 THE LEADERSHIP OF THE SCHOOL ADMINISTRATORS IN MATTHAYOMSUKSA, SONGKHLA Jaree Chaiman 121 STRATEGIC LEADERSHIP OF SCHOOL ADMINISTRATORS UNDER HAT YAI CITY MUNICIPALITY, SONGKHLA PROVINCE Jidapa Intarasombat 122 THE USING OF INFORMATION TECHNOLOGY MANAGEMENT FOR THE SMALL SCHOOLS IN THE OFFICE OF EDUCATION 2 ZONE OF SONGKHLA Jadsadarat Prakobkit 123 THE INTERNAL QUALITY ASSURANCE OF THE SPECIFIC DISABILITY SCHOOL UNDER THE BUREAU OF SPECIAL EDUCATION Nattakrit Kanchanathiwat 124 THE CONDITION OF THE LEARNING ORGANIZATION OF THE EXPANDED EDUCATIONAL OPPORTUNITIES SCHOOL AS PERCEIVED BY THE TEACHER UNDER SONGKHLA PRIMARY EDUCATIONAL SERVICE AREA OFFICE 1 Nichaphat Kanchanapan 125 viii TITLE PAGE URAGEMENT IN WORKING OF GOVERNMENT TEACHERS UNDER 126 PHATTHALUNG PRIMARY EDUCATIONAL SERVICE AREA OFFICE 2 Danupan Juncheed ORGANIZATIONAL CLIMATE OF SCHOOLS UNDER SONGKHLA PRIMARY EDUCATIONAL SERVICE AREA OFFICE 3 Tawee Somwang PROFESSIONAL STANDARDS PERFORMANCE OF THE SCHOOL ADMINISTRATORS UNDER YALA PRIMARY EDUCATIONAL SERVICE AREA OFFICE Nunchaya Suasing 127 128 ADMINISTRATION OF HEALTH PROMOTING SCHOOLS UNDER 129 OFFICE OF SONGKHLA PRIMARY EDUCATIONAL SERVICE AREA 2 Prapasri Thongchoodum SCHOOL-BASED MANAGEMENT BY SCHOOL ADMINISTRATORS UNDER SONGKHLA PRIMARY EDUCATIONAL SERVICE AREA OFFICE 3 Parichat Choosuwan TRANSFORMATIONAL LEADERSHIP OF ADMINISTRATORS IN THE SCHOOLS UNDER THE MUNICIPALITIES IN HATYAI DISTRICT, SONGKHLA PROVINCE Peeraporn Boonsomporn 130 131 THE ACADEMIC ADMINISTRATION OF THE SCHOOL

ADMINISTRATORS UNDER THE SECONDARY EDUCATIONAL SERVICE AREA OFFICE 16 Rattanawadee Phongseng 132 THE OPINION OF THE PARENT ON THE MANAGEMENT OF CHILD DEVELOPMENT CENTERS UNDER THE LOCAL ADMINISTRATIVE ORGANIZATIONS IN NATHAWEE DISTRICT, SONGKHLA PROVINCE Rumpai Srikong 133 AGEMENT IN SCHOOLS UNDER SONGKHLA PRIMARY EDUCATIONAL SERVICE AREA OFFICE 3 Likit Sani 134 DECISION OF PARENTS IN SENDING THEIR CHILDREN TO SAWATBORVORN SCHOOL, HATYAI DISTRICT, SONGKHLA PROVINCE Varaporn Noosang 135 STUDENT CARING SYSTEM OPERATION OF SCHOOLS UNDER SONGKHLA PRIMARY EDUCATIONAL SERVICE AREA OFFICE 3 Wittawat Chansureewong 136 THE COMPETENCIES OF SCHOOL ADMINISTRATORS UNDER THE SECONDARY EDUCATIONAL SERVICE AREA OFFICE 12 Suppakan Khwanlee 137 DECISION MAKING PROCESS OF SCHOOL ADMINISTRATORS UNDER SONGKHLA PRIMARY EDUCATIONAL SERVICE AREA 138 ix TITLE PAGE OFFICE 3 Sujin Saengprasit PARENT'S PARTICIPATION IN SCHOOLS ADMINISTRATION UNDER YALA CITY MUNICIPALITY IN YALA PROVINCE Apirak Seangorprien 139 THE ADMINISTRATION OF GOOD GOVERNANCE PRINCIPLE OF SCHOOL ADMINISTRATORS UNDER SECONDARY EDUCATIONAL SERVICE AREA OFFICE 15 Apisit Benjamamas 140 RELATIONSHIP BETWEEN THE ADMINISTRATORS' EXERCISE OF POWER AND THE PERFORMANCE MOTIVATION OF TEACHERS UNDER THE SECONDARY EDUCATIONAL SERVICE AREA OFFICE 15 Isman Sama 141 TRANSFORMATIONAL LEADERSHIP OF SCHOOL ADMINISTRATORS UNDER THE ENRICHMENT SCIENCE CLASSROOM IN SCHOOL OF LOWER SOUTHERN REGION Bundit Junpood 142 THE RELATIONSHIP BETWEEN LEADERSHIP OF SCHOOL ADMINISTRATORS AND SATISFACTION ON WORK PERFORMANCES OF TEACHERS WORKING IN PRIVATE SCHOOLS UNDER SONGKHLA PRIMARY EDUCATIONAL SERVICE AREA OFFICE 1 Kanchana Pratumwon 143 STUDYING ABOUT PERFORMANCE MORALE OF TEACHERS TOWN MUNICIPALITY SCHOOL IN NARATHI WAS PROVINCE Kusamarn Kulong 144 EDUCATIONAL PROVISION OPERATION OF CHILD DEVELOPMENT CENTERS UNDER SINGHANAKON DISTRICT MUNICIPALITY SONGKHLA PROVINCE Jakrawut Leenud 145 THE RELATIONSHIP BETWEEN THE ADMINISTRATIVE BEHAVIORS AND PERFORMANCE OF THE STANDARDS IN CHILD DEVELOPMENT CENTER OF LOCAL ADMINISTRATION ORGANIZATION IN SATHINGPHRA PENINSULA, SONGKHLA PROVINCE Nattawan Jantaramanee 146 THE RELATIONSHIP BETWEEN ACADEMIC ADMINISTRATION AND EFFECTIVENESS OF THE SCHOOLS UNDER HATYAI METROPOLITAN UNITED CAMPUS GROUP IN SONGKHLA PROVINCE Tanrada Neti 147 THE RELATIONSHIPS BETWEEN LEADERSHIP OF SCHOOL ADMINISTRATORS AND MORALE OF TEACHERS IN PATTANI PRIMARY EDUCATIONAL SERVICE AREA 1 Thunwa Promsook 148 PROBLEMS AND WAYS TO SOLVE THOSE CONCERNING 149 x TITLE PAGE INTERNSHIPS OF PHARMACY STUDENTS, PRINCE OF SONGKLA UNIVERSITY Naruemon Kuniart COOPERATIVE DEVELOPMENT SUPERVISION OF SCHOOL ADMINISTRATORS, SONGKHLA PRIMARY EDUCATION SERVICE AREA OFFICE 3 Bunnam Meenyala MANAGEMENT OF CHILD DEVELOPMENT CENTERS BASED ON CHILD DEVELOPMENT STANDARD ISSUED BY LOCAL ADMINISTRATION OFFICE, RANOT DISTRICT, SONGKHLA PROVINCE Preeda Kerdsuwan 150 151 ADMINISTRATION BY USING FOUR SUBLIME STATES OF MIND OF SCHOOL MANAGER BELONGS TO OFFICE OF HIGH SCHOOL EDUCATION IN PHATTHALUNG PROVINCE Reungsak Kru-on 152 GUIDANCE MANAGEMENT OF SCHOOL ADMINISTRATORS WORKING UNDER SECONDARY EDUCATIONAL SERVICE AREA OFFICE 16 Wilawan Srisang 153 MANAGEMENT OF LEARNER'S DEVELOPMENT ACTIVITIES IN SCHOOL, HATYAI METROPOLITAN UNITED CAMPUS GROUP, SONGKHLA PROVINCE Werachat Sojeryya 154 THE HEALTH PROMOTING SCHOOL ADMINISTRATION OF BASIC SCHOOL IN PHATTHALUNG PRIMARY EDUCATIONAL SERVICE AREA OFFICE 1 Sasithorn Nuanchan 155 STUDY THE ACADEMIC ADMINISTRATION OF THE ADMINISTRATORS UNDER THE

PHATTHALUNG MANAGEMENT Smit Kueaklang 156 NEEDS FOR SELF-DEVELOPMENT OF SCHOOL ADMINISTRATORS WORKING UNDER SECONDARY EDUCATIONAL SERVICE AREA OFFICE 16 Sitthisak Srisang 157 RELATION BETWEEN TEACHER'S JOB MOTIVATION AND EFFECTIVENESS OF THE SCHOOL UNDER SONG THALAE JOINT CAMPUS AREA IN SONGKHLA PROVINCE Sukanya Khunthon 158 THE INTERNAL SUPERVISION OF THE SCHOOLS UNDER KRABI PRIMARY EDUCATIONAL SERVICE AREA OFFICE Suchet Natejarussang 159 PERFORMANCE MORALE OF TEACHERS WORKING UNDER THE SONGKHLA PRIMARY EDUCATIONAL SERVICE AREA OFFICE 3 Sutticha Permboon 160 THE MULTICULTURAL LEADERSHIP OF THE ADMINISTRATORS IN SONGKHLA PRIMARY EDUCATION SERVICE AREA OFFICE 3 161 xi TITLE PAGE Sutat Jantarad THE BEHAVIOR OF HUMAN RELATION OF ADMINISTRATORS IN PHATTHALUNG PRIMARY EDUCATIONAL SERVICE AREA OFFICE 1 Supondech Makchoo 162 ADMINISTRATION OF EARLY CHILDHOOD EDUCATION UNDER TRANG PRIMARY EDUCATIONAL SERVICE AREA OFFICE 2 Anyarat Sakdirat 163 THE RELATION BETWEEN EDUCATIONAL INSTITUTION ADMINISTRATION AND THE USE OF INFORMATION TECHNOLOGY IN THE ADMINISTRATION CLUSTER UNDER NAKHONHATYAI IN SONGKHLA PROVINCE Amnuay Petchnum 164 THE SCHOOL-BASED MANAGEMENT OF SCHOOL ADMINISTRATOR THE OFFICE PRIMARY SCHOOL YALA EDUCATION Sareepah Abdulkoday 165 RELATIONSHIP BETWEEN MANAGEMENT SKILLS AND PERFORMANCE ON INTERNAL QUALITY ASSURANCE OF SCHOOL ADMINISTRATORS UNDERSECONDARY EDUCATIONAL SERVICE AREA OFFICE 16 Kotchakorn Yothathip 166 xii THE USE OF LETTER TILES TO TEACH SPELLING AT ELEMENTARY SCHOOL Elita Elva Lintang Femila English Education Department Ahmad Dahlan University, Indonesia elitaefemila@gmail.com

ABSTRACT This paper describes the use of the letter tiles to teach spelling for elementary school students. Spelling is very important, because it is the basic background to start read and write in English for students. They must have the literacy skill to read and write, and they have to know the letter or alphabet in English. Media undoubtedly play a very important role in facilitating the process of learning and teaching, because media is a key mechanism for presenting information or providing learning experiences. In the relation to the teaching spelling, the use of media is very useful and helpful especially in teaching elementary school students. Media are not only a bridge for explaining something to the students in teaching learning process, but also a tool to increase the students' interest and motivation to learn. By using letter tiles, it is the effective way to teach spelling for elementary school students. Keywords: Letter Tiles, Spelling, Teaching Spelling

A. Introduction

Teaching young learners is different from teaching adolescents or adults. Since children, adolescents, and adults have different characteristics, the way of teaching will also be different from another. According to Harmer (2002:38), young children learn differently from older people in some of the following ways. Young children respond to meaning even if they do not understand individual words; they often learn indirectly

2

rather than only focusing on a specific topic they are being taught; their understanding comes not just from explanation, but also from what they see, hear, and the most important, have a chance to touch and interact with. They generally show an enthusiasm for learning and curiosity about the world around

2

them; they are eager to talk about themselves; and the respond well to learning that uses themselves and their own lives as main topics in the classroom. The teacher to

choose appropriate technique in the teaching learning process can use these characteristics. The characteristics of young learners stated above show similarity with those stated by Brewster

(2002:27- 28). Some of the characteristics have a lot of physical energy and need to be physically active. They have great emotional needs, they are emotionally exciting, they tend to be self-oriented and pre-occupied with their own world, they get bored easily, they are excellent mimics, they can concentrate for a surprisingly long time if they are interested, and they can be easily distracted but very enthusiastic. 2

Moreover, Lamb (1967:279) states some points about young learners who learnt at elementary school. In learning a language the young learners enjoy imitation, repetition, 1 and dramatizing, memorize easily, they can remember what they have heard and repeated it without seeing the written words, and are naturally curious about people in other countries. To

sum up, the children as young learners have different characteristics from the adult learners. These differences involve not only physical but also mental behaviors. Physically, children are more active, they like to play, do imitation, love to discover things, and understand something by connecting their senses. Mentally, most of the times, children learn indirectly rather than directly, have great emotional needs, which sometimes can make them very enthusiastic one time but get bored easily another time. Besides, children can acquire something quite fast, especially language, through experiences, interactions, and the use of media or language. 2

B. Teaching English Spelling for Children Teaching spelling is not a simple thing. The way our students

would learn spelling from word correctly can be taught using specific pre-learning skills. It is important to practice the students and make them become a competitive reader and confident in spelling words correctly. At the same time, teaching correct spelling should also be followed by teaching them with correct writing. If the students are having a hard time in forming simple words, make an extra effort to teach them how to spell. 14

Spelling in the English language can be a very difficult subject to teach and to acquire. Spelling is a major skill that students must master before they can feel truly comfortable reading and writing. In order for a student to spell proficiently, they must

be able to recognize letters and sounds. Students must also remember the correct sequence of letters and be able to spell the word in their mind. Children cannot expect words to magically appear in their head or on a piece of paper. Practice and dedication are required. Practice spelling core words with students, we can use letter tiles or flash cards to help students learn core words while using the phonic system to spell out words that are more difficult. Practice these procedures as much as we can without exhausting students from the subject matter. C. Definition of Letter Tiles Letter tiles are a set of alphabets, which contains vowels and consonants. The letters and letter combinations on the tiles correspond to the basic phonograms, making them the perfect manipulative for teaching spelling. The tiles do not take the place of spelling with paper and pencil; rather, the tiles act as fantastic learning tool that will enable students to learn to spell more quickly and accurately. (Peters:1985) D. The Advantages of Letter Tiles The advantages of using letter tiles to teach spelling are: 1. The

tiles hold your student's attention and make an impression that can be easily remembered later. 2.

13

Mistakes are not big deal with the letter tiles. Students feel that it is simple to exchange tiles than to erase and rewrite a word. 3. For younger students who are still developing fine motor skills and for whom writing is more tiresome, the tiles make it easier for them to stay on task for a longer period.

2 E. Teaching Spelling Using Letter Tiles It is expected that children can acquire a competent level of reading and writing. Despite the fact that technological age covers human-life aspects, it is still necessary that children will be able to write what they want, when they want. To achieve this, the acquisition of spelling skills is crucial. Children's spelling needs and recognizes the huge part that parents have to play in helping children to improve at spelling. It urges change in the parents' role from one of signing the corrections from the weekly test, to that of being actively involved with the child in the learning process. It also advocates a change in the teacher's role from one of giving spellings to one of teaching spellings. Using letter tiles for teaching spelling is a great way to improve the effectiveness of our spelling instruction. There is a tile for each of the basic phonograms. The letter tiles are used to demonstrate new concepts in a spelling lesson and to practice spelling new words. The tiles do not take the place of spelling with paper and pencil; rather, the tiles act as fantastic learning tool that will enable our students learn to spell more quickly and accurately and get to the real goal-writing. There are some steps how to use letter tiles to teach spelling. First, divide students into groups. Second, distribute a set of letter tiles to each group. Then, the teacher shows pictures to the students. The teacher may spell the words to help the students' spelling. After that, students arrange the letter or the tiles into the board. Finally, the fastest group who can arrange the correct words will be the winner. This activity can hold many times depend on the topic that covers the materials. F. Conclusion Based on the discussion above, teaching English to children especially teaching at elementary school is different from teaching English to adult. Teaching children needs media and strategy because they have unique characteristics. Children are active, mobile, energetic, and curious. They also like something that is exciting and full of fun. Therefore, it is not appropriate to teach children in a passive way. Media plays an important role in facilitating the spelling learning. Media can provide learning experiences for students. Media help teachers explain something to students. The use of media in English teaching learning process is so helpful that the process can be run effectively and efficiently. However, many teachers do not apply them. Some schools are still facing difficulties to provide facilities that can support the English

teaching learning process. One of media that can be used in spelling teaching learning is by using letter tiles. The use of letter tiles is one of the factors that constitute the success of the teaching and learning process. One important aspect of the use of letter tiles is to make the students more motivated and enthusiastic. In addition, the letter tiles help the teacher explain the materials more easily. Besides that, the use of letter tiles creates a new atmosphere in the learning activities. When the teacher uses letter tiles, the students will be more active, interested, and enthusiastic. They may get new experience and knowledge from the letter tiles.

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ABSTRACT This study discusses the assessment techniques used by teachers in assessing students" speaking skill. It aims to explore the various techniques in assessing students" speaking skill as well as teachers" reasons and difficulties in implementing those assessment techniques. This is a case study conducted at one of senior high school in Tasikmalaya. The data collected through observation, interview, and documents analysis are analyzed qualitatively based on the form proposed by Brown (2004). The findings indicate that the assessment techniques used by teachers in assessing speaking skill are as follows: retelling, role play, picture-cued story telling, discussion, picture-cued task, read aloud, and games. Moreover, practicality, efficiency, and authenticity are the reasons behind the use of those speaking assessment techniques. Meanwhile, the difficulties in implementing those assessment techniques are students" limited vocabulary, students" motivation, and students" willingness to speak. Based on the findings, it can be concluded that various speaking assessment tasks can be used in assessing students" speaking skill. Moreover, it is necessary for teachers to recognize their students" difficulties in order to use appropriate assessment techniques. Keywords: assessment techniques, speaking

INTRODUCTION Assessment is a term that is sometimes mistaken as a synonym term of test, but they are not a synonymous term. In learning, assessment is defined as the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are learning, where they need to go and how best to get there (Assessment Reform Group, 2002). Moreover, as a part of learning and teaching process, assessment is classically claimed as a way to find the result of learning process in a period of time. According to Macintosh and Hale (1976) as cited by Colin Conner (1991), assessment and teaching are inseparable. Therefore, assessment should not be seen as isolated activity. In the process of formal teaching of four basic language skills (listening, reading, speaking and writing), speaking tends to be considered as the most important skill to develop and have. McKay (2008) assumes that in language learning speaking is important because as a part of oral language it acts as a base to the learners when they start to learn a language and will develop their literacy skill. Speaking skills also play an important part of the curriculum in language teaching and an important object of assessment as well (Louma, 2004). Despite being claimed as one of language skills that is important to be mastered, speaking is also considered as a challenging skill to assess (Louma, 2004) for most teachers and even it is often avoided because of practical consideration. Recently, even though the purpose of most learners

in learning language is to communicate, they are still unable to use the language for communicative purpose. The fact that speaking is less frequently taught in the classroom (Goh, 2007) and often avoided to assess are some of the reasons. Therefore, because assessment plays an important role in teaching learning process, this research is intended to discover, describe and collect deep information about assessment techniques used by teachers at a senior high schools in Tasikmalaya especially in assessing speaking skill along with the revelation of teachers' reason to use those techniques and some obstacles that teachers might found in implementing those techniques.

METHODS This study was conducted using a qualitative design, in order to collect a wide range of data which largely consisting of words and texts (Creswell, 2003) and to clarify ideas for the sake of the accuracy of the interpretation (Merriam, 2002 as cited by Croker, 2009). It is not only because the data is collected directly by the researcher, but also because of the researcher's role as the primary research instrument in qualitative research (Croker, 2009, p.11). A qualitative research aims to explore human behaviors within the contexts of their natural occurrence (Bogdan & Biklen, 1992; Erickson, 1986; Hammersley & Atkinson, 1983; Jacob, 1988; Lincoln & Guba, 1985 as cited in Hatch, 2002), therefore this study takes place in the natural setting where the experience of real people in the setting is the object of the research (Hatch, 2002). The natural setting in this study takes place in the classroom and the real people is the students and teachers. This study employed multiple data collection methods including classroom observation, interview and document analysis, in order to provide in-depth description and analysis of the case (Croker, 2009). The data collected through observation, interview, and documents analysis are analyzed qualitatively based on the form proposed by Brown (2004).

RESULTS AND DISCUSSIONS The table below covers the types of speaking task used as assessment techniques by the participants in their classroom found during the research of this study through observation, interview, and document analysis.

Table 1.1 Observation Data List of Speaking Task used as Assessment Techniques by the Teachers

Basic Types of Speaking Tasks	Assessment Teacher 1 (T1)	1st Meeting	2nd Meeting	Teacher 2 (T2)	1st Meeting	2nd Meeting
Imitative	1. Word repetition task	2. Phonepass Test	Intensive	1. Directed Response Task	2. Read-Aloud Task	3. Sentence/Dialogue Completion Tasks and Oral Questionnaires
Picture-Cued Task	5. Translation	x x Responsive	1. Question and Answer	2. Giving Instructions and Directions	3. Paraphrasing	4. Test of Spoken English
Interactive	1. Interview	2. Role Play	3. Discussion and Conversation	4. Games	x x x x Extensive	1. Oral Presentations
Picture-Cued Story Telling	3. Retelling a story, news event	4. Translation	x x Adopted from Brown (2004)	From the table 1.1. above, it is interpreted that through observation there were five speaking assessment tasks used by both of the teachers namely retelling, role play, discussion, picture-cued task and read aloud that were used by both of the teachers. Apart from the observation data above, there were other speaking assessment tasks found through interview data as shown below table 1.2. From the interview data presented through the table above, there were other assessment tasks mentioned by both of the teachers namely picture-cued story telling, and games. Retelling was used by both of the teachers in the second meeting, where the students were asked to retell the news item that they already heard or read using their own words (Brown, 2004). This type of speaking task involves complex and relatively lengthy discourse that requires students to produce longer monologue (Brown, 2004). Therefore it was used by both of the respondents at the end of the lesson, particularly in this study at the end of news item lesson after practicing through easier and less complex task. Retelling is considered efficient because it does not cost too much money (Brown, 2004). Therefore, efficiency as one of principles of language of assessment is another reason why retelling is the most used assessment task mentioned most of the time throughout observation and interview. Both of the teachers just prepare the text that students need to retell from the text		

book or print it out where it can be used again for the other class, so it does not cost too much money but still efficient to obtain information from the students (Kim, 2003). Table 1.2 Interview Data List of Speaking Task used as Assessment Techniques by the Teachers Basic Types of Speaking Speaking Assessment Tasks Teacher 1 (T1) Teacher 2 (T2) Imitative 1. Word repetition task 2. Phonepass Test Intensive 1. Directed Response Task 2. Read-Aloud Task 3. Sentence/Dialogue Completion Tasks and Oral Questionnaires 4. Picture-Cued Task 5. Translation Responsive 1. Question and Answer 2. Giving Instructions and Directions 3. Paraphrasing 4. Test of Spoken English Interactive 1. Interview 2. Role Play 3. Discussion and Conversation 4. Games x x x Extensive 1. Oral Presentations 2. Picture-Cued Story Telling 3. Retelling a story, news event 4. Translation x x x Adopted from Brown (2004) Role play was the other speaking task that was mentioned the most by both the teachers throughout observation and interview along with retelling. It was used when the material about expression of surprise and disbelief was delivered. Moreover, it was known as a popular activity in communicative language-teaching classes where students are asked to imagine that they are in different situations and act accordingly (Harmer, 2001). Although each of students only have limited amount of speaking time, both respondent believed that through role play students were not only assessed but also got enjoyable time (Harmer, 2001). Picture-cued story telling was mentioned by both of the teachers in the interview. This type of speaking assessment task that involves pictures are believed to make students produce longer and more phrases (Hsu, 2009 as cited by Bae and Lee, 2010). It is in line with the requirement of picture-cued story telling that belongs to extensive type of speaking that require the students to produce longer monologue (Brown, 2004). The frequent use of picture-cued story telling found in this study relates with authenticity, which is one of principles of language assessment that related to presenting in some ways such as the meaningful topic or the contextualized items (Brown, 2004). Therefore, the students are presented by a series of picture as the contextualized items. Discussion and conversation was used by T1 on the first and second meeting. It is believed that discussion can be used to elicit and observe certain students' abilities such as topic nomination, attention, interrupting, clarifying, questioning, paraphrasing, comprehension, and etc (Brown, 2004). Discussion was used by T1 when the lesson about expression of surprise and disbelief was introduced for the first time. She believed that it offers a level of authenticity and spontaneity that may not be provided by others (Brown, 2004). From the observation data, picture-cued story task was only used by T2 in the first meeting. In relation with the lesson about expression of surprise and disbelief, T2 showed some pictures that were able to trigger students' own imagination to use expression of surprise and disbelief. Then, the students were asked how they express their surprise and disbelief. Even though known as the simple and straightforward task to elicit a word or a phrase (Brown, 2004), Bae and Lee (2010) state that pictures are versatile to elicit speaking in any language. Read aloud was used by T2 on the first meeting where the lesson about expression of surprise and disbelief was introduced for the first time. It was a task that required the students to read some sentences up to a paragraph (Brown, 2004), but in this study T2 asked the students to read aloud some expressions of surprise and disbelief. Through reading aloud T2 was able to identify students' ability in terms of their pronunciation and some phonological factors such as stress and intonation. Even though, it is claimed inauthentic because it cannot indicate students' ability to communicate orally (Brown, 2004). Games refer to entertaining activities which are designed to provoke communication between learners (Harmer, 2007). It is believed to provide fluency activities and amuse the students through the different tricks and devices provided (Harmer, 2007). Unfortunately, during the observation this technique is not found and based on the interview only T2 who states that she used games as one of assessment techniques. In the interview, T2 used put things in order game where she asked the

students to put the sentences in order or also known as jumble sentence. There were three difficulties faced by teachers in assessing their students speaking skill which were found on this study, namely students' limited vocabulary, students' motivation, and students' limited willingness to speak. According to the interview, both respondents stated that students' limited vocabulary is one of the difficulties in assessing speaking skill. It is supported by Kim (2003), who says that speaking difficulty is caused by students' low English proficiency which refers to limited vocabulary and structures. Ur (1996) says that one characteristic of successful speaking activity is where the students talk in a period of time without too much teacher talk or pauses. Therefore with limited vocabulary, students got a hard time because there was pauses or they have nothing to say at all while the basic purpose of speaking is to communicate (Louma, 2004). Students' limited vocabulary mostly happened when students were asked to perform with multiple exchanges and participants such as role play. It also happened when students were assigned to produce longer monologue such as picture-cued story telling and retelling. The second difficulty appeared on this study was students' motivation which is stated by teacher 2 in the interview. According to Ur (1996), students' motivation is one of four characteristic of a successful speaking activity. With high motivation students are eager to speak, because they are interested in the topic and want to contribute in achieving the task objective (Ur, 1996). Therefore, teacher also needs to engage students' interest in the topic given (Harmer, 2001). While low motivation will affect their participation in speaking activity. Thus, teacher should maintain their students' motivation in following all the speaking activities especially the assessment part. The third difficulty pointed out by teacher 1 was students' limited willingness to speak. It mostly happened to speaking tasks which require students to perform with multiple exchanges (role play) and produce monologue with more complex and longer speech (retelling). Students' limited willingness to speak can be affected by their self confidence including their feeling of embarrassment or worry about making mistakes, fearful of criticism, or just simply shy of attention which is known as inhibition (Ur, 1996). Therefore, in order to overcome this difficulty, respondent 1 tried to remind the students about the result that will be achieved by them in the end of the lesson as a form of encouragement.

CONCLUSION Based on the discussions and findings stated previously, there were at least three conclusions that can be drawn. First, there were seven speaking assessment tasks used by the teachers in assessing students' speaking skill, namely retell, role play, picture- cued story telling, discussion, picture-cued task, read aloud and games. Secondly, practicality, efficiency and authenticity were the reasons behind the use of speaking assessment techniques by the teachers. It can be seen from the order of assessment tasks that are mostly used by the teachers. Thirdly, there were three difficulties in implementing the assessment techniques that found out mostly through students' performance in the classroom. It includes students' limited vocabulary, students' motivation, and students' willingness to speak.

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LANGUAGE TEACHERS' COMPETENCE IN THEMATIC INTEGRATED ASSESSMENT IN THE CITY OF YOGYAKARTA Pujiati Suyata¹, Triwati Rahayu², Umi Rokhyati³ ^{1,3}English Education Department ²Indonesian Language and Literature Education Department Ahmad Dahlan University, Indonesia umi_saiful@yahoo.com

ABSTRACT The purpose of this study is to identify the primary language teachers' competence, Indonesian and English, in the city of Yogyakarta in doing thematic integrated assessment. The assessment is done with proper procedures and its quality is analyzed with Item Response Theory using the QUEST program. The results achieved are 28 sets of standardized thematic integrated assessment instruments. The instruments are made in accordance with proper procedures. The instrument quality is good enough, instrument theoretical validity is good, empirical validity is fairly good, the reliability is fairly good, and the item quality is fairly good too. Good item is as much as 57 %, pretty good 33 %, and only 10 % of items are not good enough. It can be concluded that the Indonesian and English language teachers' competence in Yogyakarta city in thematic integrated assessment is fairly good. **Keyword:** Language teacher's competence, thematic, integrated assessment

INTRODUCTION Teachers play an important role in the learning process. In the hands of teachers, planning, scenario, and the implementation of learning are done. Related to his duties as executor of learning, evaluation is a decisive task. With the evaluation, the quality of learning can be monitored from time to time continuously. By evaluating, improvements can be done soon to improve the overall quality of learning. Teachers' Potential in evaluation needs to be empowered so that they can be spearhead in increasing the quality of evaluation which is a parameter of success in understanding concepts and values in the implementation of learning. The teacher is a leading evaluator in monitoring the success of learning, as well as potentially increasing the overall quality of education. They are required to master models, techniques, forms of evaluation instruments that should be done. This is related to the fulfillment of The Decree of Minister of Education No 20 in 2007, that states every teacher is requested to perform the educational testing using accountable instruments. It is not yet seen; teachers still need to be empowered, especially in terms of standardized thematic integrated assessment of language learning. In terms of learning, language teacher, holds a strategic role. It is because the success of language learning leads to the success of learning other subjects. Related to this, the language teacher is central to the success of the overall education. However, the condition in the field is different. From year to year language national exam results are low. It is questionable how language teacher competence in conducting the assessment in schools. With such great benefits, it is important to do research. Elementary schools lay the foundation of learning. With the qualified foundation in Elementary school, the learning in the next level will hopefully be qualified. There are two types of assessment that teachers can do in class, namely the assessment in the form of paper and pencil test and alternative assessment to test language performance (Brown, 2004: 13). Alternative assessment is seen as more authentic and reflects meaningful communication. It is because authentic assessment is a form of assessment that students are required to perform tasks in real situations. In language learning, this assessment is apparent in reading comprehension, listening, speaking, and writing. Assessment of good language learning needs to qualify the validity, reliability, and practicality (Brown, 2004: 19). Are assessment procedures

practical and easy to do, whether the tests used are reliable, and whether valid in terms of content, that's the questions that need to be answered in the assessment of learning, including language learning. Curriculum 2013 imposed a thematic assessment of integrated learning for elementary school level. It is chosen because in fact students are exposed to the real world, which in reality is complex and integrated. Authentic learning is the right choice for it. In teaching practice, these conditions are then packaged in the form of specific themes. The integration can be inter-subject alignment. The integration of inter-subjects may occur between multiple subjects. Indonesian language, social studies, and mathematics, for example, can be encapsulated in a set of learning, bound by a specific theme. Each subject establishes basic competence and indicators of achievement. In terms of assessment, each subject can be assessed based on its basic competence. Indicators of achievement must be stated clearly so that it can be measured accurately. In terms of language learning, integrated thematic assessment must consider the nature and function of language. In essence, the language is the result of human culture which in turn also serves as a means of communication. Appropriate assessment approach emphasis on the performance and or proficiency (Vali and Pujiati, 2012). The Assessment done is a communicative assessment. As communication goes according to actual circumstances, integrated multiple language competence and integrative use of authentic assessment is suitable with it. Development of assessment instruments are an integral part of teacher competence. Educators should use what is considered important, not clean up what could easily be measured. In the development of assessment instruments, there are several steps that must be passed, namely: (1) the design of the test, (2) the trial tests, (3) the determination of validity, (4) the determination of reliability, and (5) interpretation of test scores. Test design activities contained herein: (1) setting goals, (2) preparation of a table of specifications, (3) selecting the appropriate item format, (4) writing the item, and (5) edit the item. Instrument development can refer to criteria and can also refer to group. In the development of assessment instruments that refers to the reference criterion, three steps must be done, namely: (1) express intent / purpose of learning, (2) specify the domains of achievement that reflects the intent / purpose of learning, and (3) develop test items. The third step could include technology of writing items, and the two previous steps include the requirements that must be carefully thought-nature of learning objectives and specifications, in particular in the form of learning goals (Roid & Haladyna, 1982). Associated with instrument development procedure, Stark et al. (2001) describes the procedure for the development of the instrument using item response theory (IRT item response theory or) that can overcome the limitations of CTT (Classical Test Theory). Construct validity is central to define the quality of assessment instruments (Embretson & Gorin, 2001). A comprehensive construct definition will focus on the development of test items and abilities and trait (self-specific) to be measured. There are three types of cognitive models, namely the cognitive model of the control domain, a cognitive model of specification tests, and cognitive models of task performance (Gorin, 2006). The reliability is estimated by coefficient that describes the relative degree of measurement error in test scores. Measurement error is the difference between any scores with correct score (true score). Correct Score is the result obtained if all the items in the domain it done right (Roid & Haladyna, 1982). Reliability calculation described in classical test theory by Stark et al. (2001) has been described in relation to the development of the test according to classical test theory referring to NRT different from when the test is used CRT. While Kupermintz (2004) presents a procedure for calculating the reliability of the norm reference test if the data in the form of categorical data. The principle and step of writing an open item description is the same as the principles and steps of writing a structured description. However, the preparation of a model answer or rubric is more important. In addition to functioning as a guide for scoring a result, the rubric helps students

know deficiencies in their answers. Challenges faced in each measurement related to the length of the instrument and the number of criteria used to scale the response given by the students. In addition, the standardization of the item, the sample size will determine the level of stability achieved. According to Han and Hambleton (2007) also Theissen et al. (2001), in a dichotomous item response models, the response is correct or incorrect. However, in some situations the test, the response can occur more than two categories. QUEST Program is providing services to analyze data and test results using dichotomous scale, scale politomus, and a combination of both. There is also program that is not under the window with practical steps so that if trained to teachers who are already familiar with computers there will be no obstacle. The program also does not require a large amount of replication (Adam & Kho, 1996). Thus, the QUEST program can be used by language teacher to analyze the test results in the context of developing the standardized assessment instruments of learning outcomes using theoretical principles repons items. METHOD Research on language teacher competence in integrated thematic assessment is part of a larger study, namely thematic integrative assessment models in language learning. This research uses the design of research and development (R & D). The study begins with a survey of the needs assessment related to language testing, specifically Indonesian and English, which has been applicable. Followed by the development of learning continuum of Bahasa Indonesian and English as a stage base line which is the basic step to find the abstract continuum according to the nature of the measurement. Furthermore, the focus group discussion (FGD) with the involvement of experts in the study, education specialist field of study, and educational measurement experts was conducted. FGD results next were presented in a seminar by inviting a number of teachers of subjects concerned to acquire practical considerations in accordance with the characteristics of the educational unit. The research stage is conducted with the principal steps in language teacher competence, namely the construction of standardized measurement instruments of learning outcomes of English and bahasa Indonesian which is based on the results of empirical analysis of the instruments that have been prepared. The location of the research is the primary schools in the area of the Municipality, Province of Yogyakarta. Instrument to collect data was a survey questionnaire, observation guidelines, and interview guides. The questionnaire includes closed and open questionnaire for teachers to be able to express freely their opinions and expectations that are not included in the closed questionnaire. Interview guide contains a variety of matters related from the respondents to complete the questionnaire data. Analysis of data use qualitative and quantitative approaches. Analysis of qualitative data in the form of descriptive analysis is used to analyze the results of the assessment of core competence and basic competence from existing curriculum syllabus, learning outcomes continuum formulation of the relevant subjects in elementary school, as well as the results of the review and revision intsrumen measuring learning outcomes for the subjects in question. Analysis of quantitative data used IRT approach dikhotomus and politomus the QUEST program package (Adams & & Kho, 1996) RESULT The development of Product design model of the instrument is done through a series of activities as follows a. Development of Learning Continuum Product development begins with the development of the draft learning continuum Bahasa Indonesian and English in primary school basd on Curriculum 2013. Learning continuum in this case is a reference in the development of learning outcomes assessment instruments for these subjects. Learning continuum of subjects can be observed in the Appendix. b. Assessing Learning Continuum Furthermore learning continuum was explored through Focus Group Discussion (FGD). Learning continuum that has been explored was used as a reference for teachers to develop learning outcomes measurement instrument. In Curriculum 2013, the learning continuum can be seen in core competence and basic competence. c. Compilation Guide There are two guides required, namely (1) Guidelines

for Developing Thematic integrated assessment. Language Learning Outcomes, (2) Free Analysis Item Using QUEST Program: Scale dichotomous, Politomus, and combinations. Both aims to guide teachers in preparing thematic integrated instruments and to analyze it using the QUEST program. d. Training of Writing Thematic Integrated Assessment Instrument In cooperation with the Department of Education of City of Yogyakarta, elementary school teachers from the City, Prov. DIY were invited. In addition to teachers, Supervisors and trainers were invited also. All were invited to come on time because the training will be opened by the Chairman of the Department of Education of City of Yogyakarta. The teachers are responsible for preparing: (1) Grating about communicative assessment, (2) test instrument for daily test / midterm replicates using the guide has been compiled by researchers, and (3) Key answers. During the execution of the test item writing, the researchers looked at the inputs of teachers to enhance the guide made by the researcher .The results of these activities are (1) 28 lattice of thematic integrated assessment instruments of learning outcomes (2) Instrument tests for daily test as many as 28 sets, and (3) key to answer as many as 28 set e. Validation of theoretical Products The third phase of the development of this product is the product validation. Product validation is done, both logically and empirically. Logical validation is achieved through the activities of the Focus Group Discussion (FGD) and cross examine of the involvement of subject teachers, Bahasa Indonesia and English, of elementary school. Meanwhile, the empirical validity is achieved through field trials. f. Empirical Validation of Product After testing conducted at each school, the data further were analyzed using the QUEST program based on the guidelines that have been prepared by researcher. At the beginning of the activities, the teachers were asked to read guide books of QUEST analysis. Furthermore, the research team explained the theory and the concept of item analysis using the QUEST program, a course of modern analysis using Item Response Theory with one parameter. Next, participants were trained to analyze the respective data. QUEST training program was conducted by the application of simulation data, then later by real data. Apparently, in this way, the training was ssuccessful and all the teachers are satisfied for successfully perform the analysis with modern analytical programs, namely QUEST. In addition to establishing the QUEST program application, this activity also emphasizes the data interpretation. The teachers want to know more about the true interpretation of the results of the analysis with the program. The results of the analysis using the QUEST program to test items arranged by Indonesian and English teachers are as follows. . Table 1: Results of Program Analysis QUEST

No	Nama	Jumlah Item	Reliability of item estimate	/SD Infit Mean	MNSQ /SD Outfit	MSSQ /SD Infit	Mean t /SD Outfit	Mean /SD Item	Gugur (%)										
1.	Ririh	20	0.84	1.64	1.00	0.25	1.12	1.01	0.06	0.94	0.10	1.00	4						
2.	Siti	20	0.86	1.23	1.00	0.14	0.95	0.27	0.06	0.88	0.05	0.68	1						
3.	Tarti	25	0.44	0.79	1.00	0.24	0.90	0.52	0.26	0.40	0.15	0.66	14						
4.	Endang	20	0.36	0.67	1.01	0.35	1.05	0.74	0.28	0.86	0.21	0.98	5						
5.	Dedi	20	0.79	1.02	0.94	0.26	0.80	0.42	0.21	0.60	0.17	0.59	1						
6.	Daryati	20	0.78	1.18	1.01	0.16	0.96	0.34	0.07	0.81	0.14	0.71	3						
7.	Yeni	20	0.20	1.02	0.90	0.15	0.20	1	No Nama	Jumlah	Item	Reliability of item estimate	/SD Infit	Mean	MNSQ /SD Outfit	MSSQ /SD Infit	Mean t /SD Outfit	Mean /SD Item	Gugur (%)
8.	Ainun	20	0.81	1.39	0.99	0.34	0.84	0.56	0.11	0.87	0.07	0.79	6						
9.	Mujiyati	20	0.20	0.32	1.00	0.11	1.11	0.65	0.04	0.71	0.22	0.72	10						
10.	Candra Kurniawan	20	0.80	1.00	0.99	0.15	0.95	0.27	0.11	0.95	0.11	0.72	1						
11.	Dadang Afriyadi	10	0.20	0.20	0.99	0.19	0.94	0.30	0.24	0.53	0.11	0.72	1						
12.	Denok	5	0.20	0.20	0.99	0.10	0.94	0.30	0.24	0.53	0.11	0.55	2						
13.	Desi	30	0.45	0.95	0.98	0.56	0.78	0.81	0.14	0.73	0.04	0.72	8						
14.	Eni Suryo	25	0.72	1.31	0.98	0.36	0.96	1.00	0.06	0.96	0.37	0.65	7						
15.	Nunung Haryati	20	0.86	2.24	1.00	0.48	0.92	0.70	0.16	0.48	0.23	0.63	2						
16.	Yudianto	25	0.90	1.71	0.84	0.09	0.18	0.04	0.14	0.20	2.75	0.73	1						
17.	Widarti	20	0.62	1.01	0.98	0.24	1.03	1.12	0.07	0.74	0.23	0.99	1						
18.	Mutiya	10	0.59	1.02	0.97	0.24	1.03	0.59	0.09	0.54	0.20	0.76	4						
19.	Margiman	20	0.75	1.19	1.00	1.18	0.99	0.51	0.14	0.62	0.11	0.62	2						
20.	Rina	20	0.84	1.23	1.00	0.14	0.95	0.27	0.06	0.88	0.05	0.68	1						

20 0.74 1.55 0.99 0.21 1.04 1.26 0.16 0.39 0.38 0.64 1 21. Fitri 20 0.88 1.06 0.99 0.15 1.01 1.08 0.17 0.48 0.31 0.66 0 22. Siyarto 25 0.86 2.09 0.86 0.36 0.97 1.13 0.3 0.70 0.50 1.17 7 23. Didik 20 0.67 0.97 0.28 1.02 0.68 0.04 0.79 0.29 1.00 6 24. Almas 20 0.49 0.81 0.98 0.21 0.66 0.46 0.35 0.71 0.03 0.70 2 25. Agung 20 0.89 1.68 1.01 0.10 0.95 0.30 1.16 0.52 0.05 0.51 0 26. Dulkalim 20 0.83 1.40 1.00 0.19 0.98 0.62 0.03 1.01 0.10 4 27. Syarifudin 20 0.58 0.83 1.00 0.15 0.88 0.30 0.25 0.59 0.08 0.54 2 28. Winarno 20 0.54 0.77 0.99 0.10 0.95 0.18 0.26 0.60 0.15 0.33 0

The table above shows that the test items using Thematic Integrated assessment prepared by the Indonesian teacher at between 20-30 items. It has a reliability value in the range 0, 20 to 0.88. As many as 57% have a high reliability, 18% moderate, and 25% lower. The higher the value of reliability the more convinced that the test sample fits with the items tested. In addition to based-items reliability, reliability can also be shown by a case or testee. The higher the value, the more convincing that the measurements provide consistent results. From the table above it can also be observed that from the mean value and SD INFIT MNSQ overall, items fit to Rasch models or model 1 PL, are in the range that is allowed, ie between $\geq 0,77$ - $\leq 1,30$. Viewed from every item, every set of questions, the number of items rejected is between 0-14. A total of 57% of items is good, 33% moderate, and 10% less. This indicates that most of the teachers ability to compose is good enough and only slightly less. There are competence teachers, all items developed are acceptable, some are largely accepted, and only a few are mostly rejected. In mastery of analyzing data using the QUEST program, all the teachers managed to do well. DISCUSSION Elementary school teachers in the city of Yogyakarta have successfully developed a standardized thematic integrated instrument with Item Response Theory 1 parameters with the QUEST program. Instruments were developed by passing a series of procedures that should be performed. This achievement is quite encouraging considering that the theory includes modern measurement theory is quite difficult. With high spirits, they enthusiastically join the training held. Not surprisingly, this time on a national scale, teachers Yogyakarta deemed high capacity and easy to accept new things. They are open to renewal, including accepting new curriculum, K-2013. CONCLUSION Based on the research results that have been obtained, the following are the conclusions of this study. 1. Primary teachers have successfully developed 28 sets of standardized thematic integrated assessment instruments of Bahasa Indonesia and English, according to the learning continuum of learning outcomes .The standardization uses item response theory 1-PL through the QUEST program. 2. Overall, the language teacher competence in thematic integrated assessment in the city of Yogyakarta is good enough. It was seen from: a. They've managed to put together such instruments in accordance with proper procedures, b.theoretical validity of the instrument is good c. Empirical validity of the instrument is good enough d.Reliability of s instrument is good enough. e. Item instruments were categorized into good enough.. 3. Related to data analysis using the QUEST program, all the teachers managed to do well. REFERENCES Adams, R.J. & Kho, Seik-Tom. (1996). Acer quest version 2.1. Camberwell, Victoria: The Australian Council for Educational Research. Bambang Subali dan Pujiati Suyata. (2012). Pengembangan item tes konvegen dan divegen: Penyelidikan validitasnya secara empiris. Yogyakarta: Diandra Pustaka Indonesia.

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government shifted to the K to 12 Program to cope with the world because Philippines used to be 1 of only 3 countries worldwide left with a 10-year basic education program. Of course, we need to elevate our status to be in lined with the rest of world. But it seems that we are doing everything so quick hence, the lack of preparation results to various problems that will surely affect the efficient implementation of the K to 12 Program. We all

know that change is never easy, especially when it is about a big undertaking such as the implementation of new educational system. Keywords: education, Philippines, new system INTRODUCTION Among the different countries in the world there are only 3 countries which is having a 10 year basic education program that is Philippines, Angola and Djibouti. The Philippine educational system had not been compulsory and had only been offered for ten years as compared to the twelve for most other developed countries that brings disadvantage to the students who are competing in an increasingly global job market. But the Philippines being the only country in Asia with a 10-year basic education cycle shifted to a 12-year cycle just this June of 2012. This curriculum shift is called the K-12 educational policy. Starting School Year 2012-2013, the Department of Education (DepEd) implements the enhanced K to 12 (Kindergarten to Grade 12) Basic Education Program, adding two more years to the existing 10-year basic education curriculum. Kindergarten as base, to be followed by six years of Elementary (Grades 1 to 6), four years of Junior High School (Grades 7 to 10), and two years of Senior High School (Grades 11 and 12). It requires all children to attend school and implementing a new academic curriculum, first is the

implementation of a universal kindergarten wherein all 5 years old children can attend Kinder before they can go to Grade 1 and the enactment of the new basic law of education. The next step was to phase in 1st through 4th Grade and then 7th through 10th Grade and the final phase of the new K-12 education in the Philippines is to completely implement the Senior High School grades eleven and twelve. The present curriculum is described as congested. This means that students do not get enough time to perform tasks and achieve the skills and competencies needed by the students as they move to a higher level of education because the curriculum is designed to be taught in a span

10 years only. The more obvious result of this is the fact that most high school students graduate without the readiness to take upon higher education or employment. These students are not equipped with the basic skills or competencies needed at workplace. Furthermore, the short duration of our basic education program puts Filipinos who are interested to either work or study abroad at a disadvantage. This is because other countries see our 10-year program as inadequate, which then, causes Filipino graduates to not be considered as professionals abroad.

6

The K-12 basic education program explains that this new setup “seeks to provide a quality 12- year basic education program that each Filipino is entitled to”. Likewise, the purpose is not simply to add 2 more years of education “but more importantly to enhance the basic education curriculum”. With the K (Kinder)-6 (Elementary)- 4(Junior)-2(Senior)

model, the 2 years for Senior High School is aimed at giving the students time to strengthen competencies and academic skills. The curriculum will also provide specializations in the following: science and technology, music and arts, agriculture and fisheries, sports, business and entrepreneurship, etc., depending on the occupation or career that they intend to pursue. These two years will build on skills that are essential to their chosen field. The

6

K-12 aims to have significance in the socio-economic realm as well. This means that the students would understand their role as productive members of the country. Such vision can only be possible through an enhanced curriculum and the K-12 Curriculum envisions “holistically developed learners with 21st century skills”. The core purpose of this basic education program is “the complete human development of every graduate”. This means that every student would have an understanding of the world around him and a passion for life-long learning while addressing every student’s basic learning needs: “learning to learn, the acquisition of numeracy, literacy, and scientific and technological knowledge as applied to daily life”. In addition to this, every graduate is envisioned to have respect for human rights and would aim to become “MakaDiyos (God-fearing), Maka-tao (Humane), Makabansa (Nationalistic), Maka- kalikasan (Environment-Friendly)”. K TO 12 PROGRAM Education equips an individual with the necessary knowledge and skills he/she needs to become a functional member of a society. It can also be one of the strongest instruments for reducing poverty, thereupon improving the well-being of the people. However, to establish and maintain a high-quality education system, proper investments and development must be

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8

know that change is never easy, especially when it is about a big undertaking such as the implementation of new educational system. There are so many preparations and endeavors to be considered to successfully implement this very important adjustment in our educational system. Part of the preparations of the Department of Education (DepEd) is to train public school teachers. However, teachers noted that trainings they have undergone were rushed and not well thought of according to France Castro, secretary general of the Alliance of Concerned Teachers (ACT). A Columnist and Teacher Queena N. Lee-Chua also said in one of her column about the K to 12 program, "To implement the K to 12 curriculum properly, good teachers are essential." The incompetency of teachers is due to lack of academic conferences and seminar workshops, lack of resources such as availability of instructional materials most specially updated references among others. Same also goes to the trainings of teachers and the rushed implementation of the new curriculum for school year 2012-2013. The country currently has 510,000 public school teachers in elementary and high school who will need to go through some adjustments with the new curriculum. The unavailability of learning materials is just one of the problems still hounding the country's new basic education program (K to 12). The government does not have the money to pay for two more years of free education, since it does not even have the money to fully support today's ten years. In some underprivileged areas some students still experience to study under the trees and tents. Leyte Representative Ferdinand Martin Romualdez said the classroom backlog is another proof that the Department of Education (DepEd) does not have the necessary resources to implement the K to 12 program. DepEd must first solve the lack of classrooms, furniture and equipment, qualified teachers, and error-free textbooks. Another problems is the drop-out rate, it may increase in number because of the two extra years that students need to stay in their school and study they will consider it as hindrance to enter in college/university level more early like before and some will be too lazy attending their classes because student's loses their interest to study. Critics also questioned the relationship of the education cycle length and education quality. They cited studies by the Trends in International Mathematics and Science Study (TIMSS) which revealed that longer education cycles do not necessarily result in better performance of students. But one of the major concerns of the critics is the additional expense to be incurred by the parents. The longer education cycle would be an added burden to households and would later on translate to higher dropout rates. While the government can provide free public education, the allowances, transportation, school supplies, and other schooling expenses are still to be shouldered by the parents it means they will give out more money for the education of their students. And since the program has already been implemented, what is more important now is for students to do their best and study despite of the lack of facilities. Nothing is impossible when we persist and

believe that we can. As for teachers, continue to teach with love and love what you teach despite of your own personal triumphs and economic crisis. Always remember that the future of the students depends upon you. As for the parents who have been doing their best in pursuing their child's education, remember that the program aims what's best for your children. It will help your children to become globally competitive and if your children will succeed, you will also succeed. The students should continue to pursue their studies despite the change in the curriculum. Orientations about the K - 12 program should be given to the students for them to be motivated to continue their education. Teachers should find ways for professional growth, especially with the current trends in education for them to be effective in their fields.

CONCLUSION

A recent change in the Philippines' educational system was implemented starting in 2011. President Aquino signed the K-12 education into law in 2013, adding three years to the country's basic education curriculum. It is not inevitable that there will be no more problems while implementing any kind of program especially if it talks about big Educational reform in the Philippines is being primarily driven by an effort to meet standards of education in the global world and to enhance the quality of basic education in our country as seen in the education outcomes of Filipino students. This curriculum is designed to enable graduates to join the work force right after high school, and suitably prepare those who want to go on to higher education. The government must therefore continue to address such concerns to further develop the model. The implementing agency must continue to monitor, evaluate and program enhancement must be ensured. And foremost, it must be made clear that a longer education cycle alone could be useless without corresponding improvements in other aspects of the education system. Proper training of teachers, additional classrooms and textbooks, better facilities such as libraries and computer rooms must therefore be considered as urgent as the implementation of this program. The new curriculum will also support college graduates seeking work abroad. Developed countries, according to the Department of Education's (DepEd) briefer, "view the 10-year education cycle as insufficient." The K to 12 basic education curriculum will be sufficient to prepare students for work. Its goal of enriching the students' educational experience if DepEd had the means to properly implement it. All in all, the enhanced K-12 curriculum is designed to provide a holistic education for all. Now decongested, it will give students ample time to master basic academic skills as well as to participate in co-curricular and community activities. Despite all these problems, DepEd Secretary Armin Luistro is positive the K to 12 is the right step towards getting education right. He acknowledges that teacher training will take years, and the new curriculum remains a work in progress. Changing our education system to be parallel from the rest of the world it will improve the quality of our basic education system and our graduates also. This new system of education is truly for the welfare of all and it will be successfully achieved and implemented if the government consider all the factors in implementing this program.

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<http://www.philippinesbasiceducation.us/2012/06/problem-with-aquinos-k-to-12-program.html> COGNITIVE BEHAVIOR MODIFICATION TO REDUCE ANXIETY OF 6TH GRADE STUDENT AT ELEMENTARY SCHOOL IN YOGYAKARTA CITY Yuli Fitria Profession Psychology Graduate Program Ahmad Dahlan University, Indonesia yulifitria0716@yahoo.com

ABSTRACT

Examination is one factor influencing the anxiety of students. But, according to other people, the exam is a normal process and must be passed by every student. Others consider the exam is something must be evaded. Therefore, the level of student anxiety when they take an exam must be reduced. One of the methods to reduce anxiety is cognitive-behavior modification method. This study aims to provide intervention to students in grade 6 who will face a test. The purpose of the intervention is to reduce anxiety levels of students. Focus Group Discussion (FGD) is used to collect the data on anxiety scale basis. The research procedure includes preparation phase, implementation phase, and evaluation/ follow-up phase of the intervention. The number of participants of this intervention is 6 people. Results of intervention showed the decreasing of the exam anxiety decreased significantly. Keyword: Cognitive Behavior, Anxiety, Psychology, Education

INTRODUCTION

Education is one of the main requirements to improve the quality of the nation. Achievement of educational goals can be determined through measurement of the so-called evaluation. One form of evaluation by the current government is the implementation of National Examinations, which this year is updated with the name of the School or Regional Examination. Government Regulation No. 19/2005 describes the National Education Standards. Education Ministry Decree No 102/ 2013 explains the procedure of the school final exam. This exam is used as a tool to map the school quality and as a requirement for further education entry, beside as a basis for guidance and assistance to the unit education in an effort to improve the quality of education (Education Office, 2014). Regardless of the debate about policies that run, the implementation of the Final Examination has led to the emergence of some problems to those involved in education, namely students, parents, teachers, and principals. Students and parents worry if it does not pass the exam as well as teachers and principals. Pros and cons of the implementation of the final exam especially motivated by the number of cases including psychological problems that afflict the candidates for the final exam or in this case for elementary school level. Many cases in the field such as suicide one of the students in Semarang and Situbondo (both are region in Java, Indonesia) who allegedly caused the perpetrator is not able to bear the psychological burden of having failed in the final examination (Independent Voice, 2010). Anxiety phenomena occur in students in line with research conducted by Hill (1980) involving 10,000 elementary and middle school students in America. The study showed that most participants failed to show actual ability because the anxiety triggered by the situation and the atmosphere of the test. Instead the students who showed better results when the elements that cause students under psychological pressure can be reduced or eliminated such high anxiety before the exam. This result suggests that students who master the material likely to fail to show the true power because of the anxiety experienced during the exam (Barakatu, 2001). Based on the complaint of the parents to psychologists of the health centers, sixth grade student is facing serious problems, namely a lack of confidence on final exam. From the teacher's observation, students and sixth grader looked high anxiety when facing try out of the final exam that affect the exam results becoming lower than expected target. Students complain that often do not sleep well even nightmares, suddenly feel

abdominal pain when there is an announcement about tryouts or exams. Many students who felt his heart beat faster during the day just before the try out the exam preparation. Feelings of tension in the students towards the exam feared could interfere with the results of their examination. Teachers have tried to take a way to provide insight to students about the exam and also help students for better preparation. But so far, these efforts seem to alleviate concerns of students. Anxiety can be reduced by various therapeutic one using behavioral approach. Behavioral approach helps to learn new ways and appropriate action or to help modify or eliminate excessive behavior in other words helps to be adaptive behavior and reducing or eliminating maladaptive behaviors. The orientation of this approach is to reduce improper behavior and help master the skills or new better behaviors (Moon, 2013). One of the techniques in the behavioral approach is cognitive-behavioral modification which is based on the assumption that human behavior is influenced by the thoughts, feelings, physiological reactions and consequences on behavior. So if you want to change maladaptive behaviors of human beings, it is not only changing their behavior but also change the cognitive aspects. Cognitive behavior modification training procedure consists of different including relaxation, cognitive therapy and self- monitoring (Meichenbaum, 1977). METHOD This type of research is an experiment without a control group. Participants were given pre-test before the intervention implementation and post-test after having given cognitive-behavior modification intervention. Data are collected during FGD on certain scale. FGDs were conducted to explore more in depth about the causes of anxiety, the way that has been done to reduce the anxiety students. Scale is used as a screening tool to determine the participants. The scale used is the scale of the exam anxiety. Scale is given to all students in 6th grade as many as 25 people. Furthermore, there are 8 people who have the highest scale scores are experiencing anxiety with medium and high categories, but only 6 people who follow the group counseling because two people did not attend the meeting due to illness. The intervention steps as follow on table 1.

Table 1. The Intervention Phases

Day	Session	Self Monitoring with reward and punishment	Objectives
1	1	Students are able to plan the behaviour target and to manage themselves	Methods discourse, work sheet assignment, discussion
	2	Self instruction practice	Have a more adaptive coping strategies in dealing with the problem
	3	Relaxation	Being able to control the feelings and emotions when you feel uneasy, anxious, depressed and angry and able to bring myself to a comfortable condition to start the activity and help reduce tensions that affect the physical condition
	4	Evaluation	Therapy affection Conclusion Termination Discussion

60 min 2 Self instruction practice Have a more adaptive coping strategies in dealing with the problem is to provide instruction on yourself with positive self-talk discourse, role play, discussion 60 min 3 Relaxation Being able to control the feelings and emotions when you feel uneasy, anxious, depressed and angry and able to bring myself to a comfortable condition to start the activity and help reduce tensions that affect the physical condition Experience reflexion, musical relaxation 60 min 4 Evaluation Therapy affection Conclusion Termination Discussion 60 min

RESULT All group members are very enthusiastic and showed a positive response to all interventions. This is shown by the active participation of all members and also members eager to perform a given task. Giving a game was conducted to eliminate boredom during interventions. From the results of the evaluation of the intervention, suggesting that members of the group who previously lacked the plan in preparing the material becomes more able to plan and carry out their own targets that have been written. Provision of self-monitoring made them better able to plan material for the exam preparation materials. Five participants were able to reach the target so often gets reward of them, but one participant was less committed to the goals that he wrote so often punished for failing to perform the target. This was because the subject was still often disturbed mind to do other less important activities like playing games until midnight. Support from parents assisted in the implementation of this technique at home. Giving self instruction exercise improved coping skills in dealing with problems because they were able to be positive in looking at a problem. This increases student confidence in his ability to face everyday problems, especially matters related to the preparation for the exam. Group members also felt more relaxed and comfortable with relaxation.

Intervention results in accordance with the short-term goal were able to reduce anxiety, but there were two participants who test anxiety scale scores (post-test) did not decrease significantly. DISCUSSION Purnama (2013) on his research stated that anxiety can be reduced by self- instruction techniques that aim to increase the belief or confidence in dealing with the problem so that the anxiety that occurs can be reduced. Exercise instruction themselves also successfully dealing with children who experience social anxiety, hyperactivity, withdrew from the environment and so forth. Exercise can increase positive self instruction self-talk within the individual so that confidence in the face of every problem is increasing. Exercise self instruction able to self direct to do what they're told (Lange, 1998). Cognitive behavior modification in the form of self-monitoring, self- relaxation and exercise instruction can reduce anxiety in communicating with others (Wulandari, 2004). Relaxation and cognitive therapy also can reduce student anxiety in the face of test (Barakatu, 2001). Davis (1995) says that the relaxation technique is a technique in behavior therapy. According to the scientific view, relaxation is an extension of skeletal muscle fibers, while the tension is a contraction of the displacement. Further explained if the muscles in a state of contraction for long-term, then blood circulation becomes blocked and fatigue formed quickly. This hoarding leads to tension resulting in pain in the muscles of the neck, shoulders and so on. Relaxation is also the procedures and techniques that aim to counter negative thoughts and helps individuals react more adaptive to emotional disorders by learning how to relax. The role of these techniques is to help clients lower the physiological vibrations and to generate a positive and neutral feelings. The intervention showed a decrease in the level of anxiety in the 4 members of the group (subjects 2, 3, 4, and 6), while two members of the group (subjects 1 and 5) have not decreased the level of anxiety. This happens because the two members are experiencing problems with parents or family. External factors such as the support of parents/ environment is also greatly affect the outcome of the family, especially parents" intervention. The support was associated with the level of anxiety in the exam. Individuals who have a good support from the family will feel getting help from family whenever it is needed. A sense of being loved, high impulse of the family, and full encouragement to foster self-confidence will produce positive results. This causes the individual to master the situation and condition so that individuals who have a good support can reduce the level of anxiety in the exam (Princess, 2013). Parents" appreciation to the ability of the child (e.g. not giving a lot of threatening, and support the child both mentally and spiritually) will increase the confidence of the child in the face of any issue including the exam. When confidence increases, the child will be more stable in the face of the final exam (Widyastuti & Beautiful, 2013). Based on research Ruth (2012) stated that high parental support for children would reduce the level of anxiety while low parental support can increase anxiety. As an addition internal factors also strongly supports the success of interventions. Internal factors include motivation, attitude/ behavior, commitment, and consistency group members in following the intervention process. Members of the group who are highly committed and consistent in following the intervention process will increase the success of the intervention. Subject 1 and 5 during the intervention process seem less committed to follow the process of intervention. Both subjects seem less concentration in each session following the intervention. They often look out of the classroom; playing a bottle, speak for themselves, busy with other things so as not to listen to the explanation of facilitators. Yalom and Corey (Firman, 2011) says that a person's motivation and commitment in following the therapy process strongly supports the success of therapy is carried out. This commitment can be seen from the involvement and participation of individuals in the process of therapy. In addition, the willingness to participate and the interest/ willingness of individuals also influence the outcome of therapy. REFERENCES Barakatu, A. (2001). Penerapan Teknik Relaksasi dan Terapi Kognitif Untuk Mengatasi Kecemasan Menghadapi Tes Pada Suku Etnis Bugis Makasar. Tesis.

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CONCEPTUAL MODEL IDENTIFICATION OF PERSONAL LEARNING ENVIRONMENT Dwi Sulisworo Physics Education Department Ahmad Dahlan University, Indonesia dwi.sulisworo@uad.ac.id

ABSTRACT The education system has been regarded as traditional education, tend to follow the pattern of the approach is made suitable for all the students in learning the characters. There are new opportunities in the development of a learning environment that is more likely to reward the individual in a supported learning with information and communication technologies are evolving rapidly today. This study will look at a variety of learning environments shifts occur both learning and performance today. This study developed a new model of learning with a personalized approach to learning environment to improve learning performance. Keywords: mobile, personalized, e-learning, education

INTRODUCTION The education system has been regarded as traditional education, tend to follow the pattern of the approach is made suitable for all the students in learning the characters. In addition to learning long learning tends to be identified with an activity that all students are in the class despite having different interests and attitudes on a particular subject matter or theme. This lack of flexibility in learning that will affect the performance of learning is primarily associated with motivation. With the current technological developments, including the results of research on motivation to learn the latest, award the desire and attitude to learn to be much better with a variety of media facilitated learning and learning resources are much more easy and diverse.

Conditions change in the learning environment that encourages the emergence of a more personalized learning approach known as personalized learning environment. With this approach to learning, it is possible to determine the individual 's own purposes and in designing good learning associated with learning, learning targets, learning resources, peer learning, teaching materials, and a variety of other elements to build a more convenient learning interactions and build motivation.

9

From the introduction, there has been a new opportunity in the development of a learning environment that is more likely to reward the individual in a supported learning with information and communication technologies are evolving rapidly today. This study will look at a variety of learning environments shifts occur both learning and performance today. From this study

are expected to be able to develop a new model of learning with a personalized approach to learning environment to improve learning performance. **LEARNING ENVIRONMENT** Currently the school is no longer a dominant place to learn. Learners are now learning about the universe and all phenomena from various sources, both in the home, community, and from anywhere in a way that is much different from the past [1] [2]. There are several major trends in the learning environment that affect how learning today, namely (1) the occurrence of virtualization, (2) theme -based learning, and (3) personalized learning. With some of these trends will provide new understanding that there is a rather vague distinction between formal schools with a flexible learning environment, access to almost the full range of knowledge required for learning that allows to learn outside of school, and the control of what and how they learn in learner"s own hands. **Virtual Learning** Various services in various fields of study skills and specific competencies can be obtained easily online [1] [3]. Service learning is available on a variety of levels from the most basic to the most advanced. As well as in various areas are very scattered. The virtual schools can offer activities through e-learning, m-learning for both activity and learning materials for laboratory purposes or not. Teachers will facilitate learning activities will monitor the progress of online learning and also help to provide feedback. There are some services in the online schools, namely: Services that deliver content to support learning with formal learning school. On this service students will not receive a diploma. Services that replace formal learning school. On this service students will obtain a diploma. In this study there are several advantages virtual expected to be recovered managers and students. On the management of virtual services will benefit with reduced operating costs per student, the class that is no longer limited to a maximum number of students, a wider range of access. On the student side, the service also provides a more flexible approach to learning in time and materials and competence, collaboration among a wide variety of institutions; equity is a much better learning, the provision of services that suit particular needs [4] [5]. Nevertheless, there remained a long discussion about this learning virtualization mainly on aspects of integrity. Some say that the virtual learning will be difficult on monitoring, and the need to control the discipline in learning. After all this, virtual learning will be a trend that will help transform the learning patterns of society in the future. **Thematic learning** Learning innovation happening nowadays with learning resources which are many and varied, allowing the development of learning based on a theme as the focus of the study. This focus can improve motivation and interest in learning in a particular subject matter. Development of the project -based curriculum into a form allows the passage of this thematic learning. Many services are provided a specific focus such as in robotics, mathematics, automobile, industrial management, entrepreneurship, and other topics. Study groups can be developed across institutions using a thematic approach that facilitated virtual learning. In this learning can be done learning with individual and group projects are guided by the virtual tutor where all arranged through an algorithm that establishes a variety of learning activities are carried out. This will certainly affect the design of the curriculum developed. Certain scientific community connected virtual network can be a rich source of information to learn the scientific theme or particular expertise. It is also commonly found in massive learning services at this time. **Personalized Learning - Self Directed Learning** Facing such a fast changing environment, there is a tendency of parents who become dissatisfied with the formal learning system that exists today. Formal learning is perceived as a process that only leads to mastery of the material but weak on developing competencies and capabilities. These new expectations encourage educators and parents to deconstruction the existing education system, add, and reduce the pieces of the education system and then unite into a new system that can be completely different from the previous system. These ideas might also form part of the emergence of some of the concepts of postmodernism. The

results of the discovery in a variety of educational research show that the new approach allowing a child to develop naturally great driven by their own interests. They can find a wide range of knowledge through independent thought and experience in the real world. Personal Needs Relationships School Practices Voice Recognition Equity Belonging Acceptance Community Choice Trust Opportunity Freedom Respect Responsibility Imagination Purpose Challenge Success Confirmation Expectation Figure 1. Personal Needs and School Practice Interaction Concepts such as un-schooling, de-schooling, unbundling, even homeschooling will have a role in the formation of a more personalized learning environment. With access to information and knowledge very easily, will allow each learner constructs their own learning environment. They will create a pathway to develop their own knowledge and experience to be something that is beneficial to their own future. Learning becomes something more organic that does not look as stiff as the formal education system at this time. This optimism also raises many questions such as where the children will be every day. How can we measure the progress of their learning? Who will be responsible in the learning process like this? How can the sustainability of their learning? All these questions will be a discussion about how to do curriculum development.

INTERACTION OF SCHOOL AND PERSONAL NEEDS

In the use of information and communication technology, there are several critical factors that will affect the success of mobile learning to support personalized learning environment [6]. Six critical success factors of the implementation of this study are as follows:

- How does the integration of technology into learning and assessment system.
- How do teachers modeling using learning tools used
- How to develop a supportive learning community.
- How to do the right choice of mobile devices and the related web 2.0
- How to determine which instructional technology support as needed by the individual in the constructivist learning paradigm.
- How to create an ongoing interaction that supports the learning process of re- conceptualization.

To ensure the success factors are going well, there are two aspects to consider in a personalized learning environment, namely the individual needs of students and aspects of school practices to be applied. Clarke identifies several aspects in both cases as shown in the following figure [5]. The identification will be obtained from the relationship between school's practices are expected to support the development of flexibility and learning on the other hand is related to students' personal needs with development needs, talents and aspirations of individuals. The interaction and relationship between school practices and needs individual will appear on the activity of the acknowledgment, acceptance, trust, respect, purpose and usefulness, as well as confirmation of performance. Figure 1 shows how these elements relate.

STUDENT AND TEACHER INTERACTION

Networking among Students and Teachers With technology development based on learning of information technology and communications, the activity of the teacher and the student will be a connected network with other students, other teachers both at the same school and also different schools and across territorial countries [3]. This interaction will use a variety of communication media available to the virtual world such as blogs, wikis, social networking media, online communities, bookmarking, content developers and others that ultimately require the skills and abilities of teachers and students in decision-making in designing activities and interact [7]. In this learning network, which is also the basis for the PLN (personal learning network), the network is an informal nature. The network consists of the learners either of them as students and teachers, as well as the professionals who interact and develop new knowledge. In this network everyone can connect with others on the same desire to learn. This interaction will by itself contribute to the professional development and knowledge both sides. In addition, both parties do not need to know each other personally. In the interaction, learners can use the media that can vary according to the interest of each [3].

The role of students and teachers In a personalized learning environment there are a few things that need attention, especially in autonomous learning and the ability to manage individual (self - regulated

learning). Two things into something significantly enhanced bullet. It should also be noted that an increase in responsibility and control that exist in students is not always the same as the increase in their motivation. Their active role in navigating on the virtual world to make decisions about how to look for, where to look, what to selected content related to the business and improve their understanding of the specific competencies.

9

Compared with the class during the run in which the teacher imparting knowledge and students responded learning, personalized learning environment that students are comfortable with the old ways will experience frustrating at first because of the inability to perform self- regulation. On the other hand, teachers also will be challenged to provide a balanced environment between structure learning and learning autonomy in facilitating the learning process more personalized. The role of the teacher as a facilitator for strengthening student centered learning will push up the scoring system different learning success. Teachers can play a role in facilitating the search, the provision of relevant material for student learning, the coordinating student learning projects performance, to moderate discussions of students, providing consultation in solving problems and finding solutions in the learning performance tire line with the curriculum. INTERACTION MODEL With some studies are important elements in personal learning environment, can be described a conceptual model related to it as shown in Figure 2 below. From the diagram it can be seen that the students and teachers in changed interaction, that the teacher is a facilitator for students. Teachers need to be able to translate the interests related to school education through a curriculum that used be a learning goal is a set of competencies that will be owned by the students in anticipation of changes in society. Networking Students Teachers Individual Needs School Practices Competencies/ Learning Obj. Theme Virtual Figure 2. Conceptual Model of Personalized Learning Environment On the other hand, students with autonomy based on the individual control of self directed learning needs to steer individual needs into competence appropriate to the learning objectives. Activities to achieve the competencies and learning objectives can be organized based on certain themes more dynamic. The interaction between the teacher - student - learning activities is happening in the wider environment as a network between schools and also learns some vital lessons across territorial. All of these activities are done virtually flexibility that allows for a variety of network learning with others. CONCLUSION Lack of flexibility in learning is a common because the learning performance is primarily associated with poor motivation. With the current technological developments, appreciation to the interest and attitude to learn will be better to be facilitated by variety of media of learning and learning resources. The changing environment in learning encourages the emergence of a more personalized learning approach known as personalized learning environment. With this approach, it is possible to determine the individual's own purposes and to design a good learning in term of learning targets, learning resources, peer learning, teaching materials. Student motivation will increase and the interaction will be more effective and convenient. Using this conceptual model, we can develop personal learning environment that utilizes the latest information and communication technology in achieving the learning performance. Finally, the learning activity will be more relevant to the real world based on individual

competencies. REFERENCES [1] Skrabut, Stanley A. Personal Learning Environments: The Natural Way of Learning. [Online] [Cited: January 13, 2014.] http://www.uwyo.edu/~skrabut/docs/aded5050_project.pdf. [2] Fiedler, Sebastian and Våljataga, Terje. [Online] [Cited: January 13, 2014.] <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.185.1273&rep=rep1&type=pdf>. [3] Toward a personal Learning Environment Framework. Chatti, Mohamed Amine, et al. 2010, International Journal of Virtual and Personal Learning Environments, 1(4), pp. 66-85. [4] Wolf, Mary Ann. System [Re]Design for Personalized Learning. Washington : Software & Information Industry Association (SIIA), 2010. [5] Clarke, John. Changing Systems to Personalize Learning. New York : Brown University, 2003. [6] Cochrane, Thomas. Secrets of Mobile Learning Failures (#mlearning). Classroom Aid. [Online] November 11, 2013. [Cited: January 8, 2014.] <http://classroom-aid.com/2013/11/11/secrets-of-mobile-learning-failures-mlearning/>. [7] Mapping Web Personal Learning Environments . Palmér, Matthias, et al. France : Acropolis Palais des Congres, 2009. Proceedings of the Second International Workshop on Mashup Personal Learning Environments (MUPPLE09). THE AEC CHALLENGES AND THE CURRICULUM CHANGES IN INDONESIA: GUIDANCE AND COUNSELING PERSPECTIVE Anisa Mawarni mawarnianissa@gmail.com Dody Hartanto dodyarta@yahoo.com Guidance and Counseling Department Ahmad Dahlan University, Indonesia ABSTRACT Education especially in terms of the educational system affects the efforts to overcome the problem of unemployment. The Indonesian unemployment rate based on Human Development Index reached its highest number which is up to

7.24 million people. Research showed that the higher the education quality is, the better the quality of human resources will be. The problems of education in Indonesia lie on the educational system, curriculum, and not targeted graduates. Those become the main problems in resulting the increasing unemployment rate in Indonesia. Meanwhile, the AEC (ASEAN Economic Community) soon will be implemented in Indonesia. Increasing the quality of the human resources becomes the main objective of the government to deal with the ASEAN free trade. Curriculum is the document or the blue print of the education quality which must be possessed by the student and also becomes the reference

5

in the implementation of national education. The curriculum changes that happens

is not an excuse for the less optimal implementation of the Indonesian education. The 2013 Curriculum in Indonesia is based on the IQF (KKNI) in which it becomes the basis of the educational rules that will be the ideal way to confront with the 2015 AEC. On the other side, the guidance and counseling field which based on the IQF (KKNI) has the major influence to increase and succeed the human resources that will be able to compete in the global market and to be the front pillar of understanding and application in preparing the most qualified human resources.

5

Keywords: AEC 2015, Curriculum, guidance, counseling INTRODUCTION Indonesia is a big country possessing enormous natural resources and is populated by 250 millions of people. Unfortunately, the enormous number of population is not in

line with the capability to recruit manpower. A total of 15 million people of the productive age is still unemployed. Cited from (<http://nasional.kontan.co.id/news/724-juta-orang-indonesia-adalah-pengangguran>) accessed on Wednesday, December 31st, 2014 at 16: 25 pm, it is shown that throughout February up to August 2014, the number of unemployment in Indonesia increased for 0.09 million people which is from 7.15 million to 7.24 million people. This number is predicted to increase as the economic growth got slowed at 5.01%. The employment in February 2013 was still dominated by low-educated working population, i.e. Elementary School, 54.6 million people (47.90%). The highly educated working population is only 11.2 million people, covers 3.2 million people (2.82%) graduate from diploma and about 8.0 million people (6.96%) graduate from university. This is a big challenge for Indonesia to face the 2015 AEC ASEAN Economic Community which will be effective on January 1, 2016. To be able to compete in the free market era, government is trying hard to adjust the vision, mission, goals, and strategies to fit the needs and it is no longer left behind. The adjustment done by the government directly changes the macro and micro system including the educational system. Our national education system is constantly evolving according to the needs and developments both the local, national, and global need. The educational system is in fact becoming the source of the problem; the change of government also results the change of policy. When Joko Widodo was elected as the 7th president of Indonesia; there has been a wide range of reforms in the Ministries, including the Ministry of Education. It becomes such a problem when new regulation is applied replacing the existing one. Related to curriculum, in 2013 the Ministry of Education and Culture implemented new curriculum, known as the 2013 Curriculum which gains various opinions from the public and activists. There are pros and cons related to the implementation of the new curriculum. Moreover, there are many obstacles, especially the education devices that are not yet ready. The new government ruled by Joko Widodo sets a new rule related to the new 2013 Curriculum, for schools and other educational institutions that have not been able to apply the 2013 Curriculum are asked to return to the 2006 Curriculum (KTSP). This regulation emerged such a polemic among society because of very much cost and training had been done by the previous government in implementing the 2013 Curriculum. Curriculum is one of the important components of the educational system that should also be adjusted, considering that curriculum is an educational component used as a reference by educational units, either by managers and providers of education, in this case the teachers and principals. Curriculum implementation depends on several aspects, namely teachers or educators, the development of the book, students, development of leadership management, administrative and cultural systems as well as assistance in the form of monitoring. (Pusburbuk, 2012). Dealing with these issues, all elements of the Indonesian society must work harder to solve it. The Ministry of National Education formulates the counselor profession in the structure of professional counselor education of guidance and counseling service on the fundamental aspects that will influence the education, especially to confront the 2015 AEC. THE 2015 ASEAN ECONOMIC COMMUNITY The 2015 ASEAN Economic Community (AEC) is a regional community that consists of several countries in Southeast Asia established on August 8, 1967. In the first place, the cooperation between ASEAN countries is limited in certain sectors, but through the 2015 AEC the cooperation among the ASEAN is to extend into several sectors. The community among the ASEAN countries has three kinds of blueprint, namely the ASEAN Economic Community, the ASEAN Political-Security Community and the ASEAN Socio-Cultural Community. The ASEAN Economic Community (AEC) in this case supports the establishment of the ASEAN free trade area. However, the existence of the 2015 leads into anxiety or worry among the Indonesia entrepreneurs and economists. ASEAN Political-Security Community (AP-SC), in this case the government and the related stakeholders actively maintain peace and

security within the community. The role of the society in maintaining peace and security is very important, which is actively maintaining the security and comfort of the environment. In terms of education, especially guidance and counseling, all of the ASEAN Communities are, directly or indirectly, either affecting or affected each other at the same time. It is revealed in Bali declaration below: "The Bali Summit in October 2003, ASEAN Leaders declared that the ASEAN Economic Community (AEC), the ASEAN Security Community and the ASEAN Socio-Cultural Community are the integral pillars of the envisaged ASEAN Community. All the three pillars are expected to work in tandem in establishing the ASEAN Community in 2020" (EAC, 2008). On the other words, the education in Indonesia, particularly guidance and counseling, does not merely face one of the blueprint above, but all of those three blueprint simultaneously. According to Muhammad Subarkah (2014) this blueprint announce that the services such as engineers, doctors, dentists, nurses, tourism officers, accountants, survey experts, and architects can be penetrated regardless of the nation border. Therefore, the improvement of Indonesian human resource quality is the core business of education. The further effect of the AEC implementation demands openly manpower competition which triggers the emergence of unemployment that allegedly arises because of the low quality of manpower. To answer the problems of manpower quality, the Ministry of Education through the Directorate of Higher Education, supported by the idea of the Directorate of the Instructor and Coaching Expert of the Ministry of Manpower and Transmigration has successfully arranged a national qualification framework called Kerangka Kualifikasi Nasional Indonesia (KKNI) or Indonesia Qualification Framework (IQF) (Dirjen Dikti, 2010: 7). IQF is the strategy used by the government to face the 2015 AEC. However, along with the changes of government in Indonesia, the curriculum in Indonesia changes as well.

CURRICULUM It is important to understand the nature of curriculum first prior to the discussion of the current curriculum, the 2013 Curriculum. According to the Governmental Regulation of the Republic of Indonesia No. 19 Year 2005 on National Education Standards point 13 states that the curriculum is a set of plans and arrangements regarding the purpose, content, and teaching materials and methods used to guide the implementation of learning activities to achieve particular goals. In point 14, it is stated that the basic framework of the curriculum is a set of signs set in the governmental regulations used as a guide in codifying school-based curriculum and syllabus and in point 15, it stated that school based curriculum (KTSP) is an operational curriculum made up and implemented in each educational unit. The Ministry of Education and Culture (2012: 2) defines pedagogical curriculum as educational plans providing opportunities for learners to develop their self-potential in a fun learning environment and in accordance with their ability to have the quality required by society and nation".

Meanwhile, according to Muchtadi (2009: 12) in his paper titled *Konsep Kurikulum*, the definition of curriculum is derived from the term "curere" (run) and "curier" (courier), so that it is often defined as the distance that must be traveled. Generally, there are two definitions of curriculum namely the old perspective and the current perspective. According to the old perspective, a number of subjects must be taken by students to earn a diploma and to master the whole learning materials as the implications of learning, and to do teacher centered curriculum. While the current perspective believes the curriculum is a document or a written plan regarding the quality of education that should be owned by the students through learning experience. It means that curriculum is a set of plans and setting on the learning objectives, contents, teaching materials and methods used to guide the learning activities to achieve specific educational goals. The 2013 Curriculum leads to learning using scientific approach that consists of observing activity (to identify the things that want or need to know), asking or formulating questions (formulating hypotheses), gathering information through variety of reasoning/associate technique, analyzing data/information, drawing conclusion and communicating answer/conclusion. The curriculum change

from the 2006 Curriculum (KTSP) to the 2013 Curriculum arouse some pros and cons. Many people said that the 2013 Curriculum has not been well prepared and also there is no study to evaluate the effectiveness or failure of the school-based curriculum or Kurikulum Tingkat Satuan Pendidikan (KTSP). That's why the change of government affects the implementation of the 2013 Curriculum that for the schools that have not been able to apply the 2013 Curriculum better return to the 2006 Curriculum after a series of training for teachers done by the former government related to the new curriculum implementation. Overall, it can be said that the concept described in the 2013 Curriculum is better and focused more than the 2006 Curriculum. It is due to in the 2013 Curriculum, teachers are required not only to convey the material but also to teach positive values to build the character of the learners, where each school is allowed to codify it according to the students' ability standard and refer to the vision and mission of each school. The 2006 Curriculum has not been able to describe the attitudes that should be developed by the students, because the competencies required for the development of the characters are not accommodated and also specified where the capacity of each school is different. The 2013 Curriculum is more sensitive and responsive to the social changes that occur at the local, national and global range. Though the 2013 Curriculum better emphasizes on the character development, it is still lack of evaluation. As stated in Appendix I No. 81 the Education and Culture Minister's Regulation (Permendikbud) A 2013 in chapter V C, it is mentioned that in terms of the setting of learning load, schools have right to determine whether it is going to use package system or credit system. To get credit system, teachers are required to be able to compose their own module, so that school stakeholders can facilitate the diversity of students' learning speed as demanded in the Education and Culture Minister's Regulation (Permendikbud) No. 81 a year 2013. Preparing teachers' readiness is actually more important than questioning at school-based curriculum (KTSP) and the 2013 Curriculum due to the 2013 Curriculum aims at encouraging students to be able to perform better in doing observation, asking question, and communicating (presenting) on what have been learned after getting learning materials. Teachers should emphasize on technological approach or technological approach based curriculum design and Peto philosophy of education, two areas of science that are removed from Primary School Teacher Education and Faculty of Teacher Training and Education, so that the teachers directly learn the nature of curriculum, not merely the variants of curriculum such as Competence Based Curriculum (KBK), School Based Curriculum (KTSP), Reflective Educational Paradigm (PPR), Character Based Syllabus, the 2013 Curriculum, and credit system as well. The teachers also learn the philosophy of education and classroom management, so that they are ready to go forward to meet credit system (ready to compete with international schools). It is necessary to prepare the teacher to face the 2015 AEC, where the education sector will be opened to foreign capital and foreign teachers, so the teachers will not merely concern too much on curriculum training that is always changing, that could eliminate the orientation of teaching and learning in the classroom. The era of ASEAN free trade or ASEAN Economic Community should be welcomed by the educational sector by becoming a professional teacher with a high understanding of technology. As discussed previously, the Indonesian government through in the Ministry of Manpower and Transmigration, has compiled a national qualification framework called Kerangka Kualifikasi Nasional Indonesia (KKNI) or Indonesian Qualification Framework (IQF). According to Prasetyo Zuhdan (2014: 8), by the existence of IQF, it is expected that all Indonesian universities are able to have adaptation so as to produce graduates who have in line learning outcomes with what required by stakeholders or the employers in both domestic and foreign range. The Indonesian Qualification Framework (IQF) is actually created to cope with the ASEAN Economic Community. Teacher professionalism currently still varies widely. It is proven by several studies such as the one

that was conducted by Suparwoto (in Praseyo Zuhadan, 2014: 8) on the performance of science teachers of primary school, junior high school, and senior high school after certification program which shows that senior high school teachers' professional competence aspect is the most prominent one, followed by primary school and junior high school teachers. Meanwhile, the pedagogic, personality, and social aspects of primary school and junior high school teachers are the most prominent ones, then it is followed by the science teachers of senior high schools. Aspects related to performance indicate more on teachers' procedural activities, while the ones related to creativity development have not been that prominent among the science teachers of primary school, junior high school, and senior high school teachers. It is also supported by national data on qualified teachers at senior high school level in 2009/2010. It showed that the percentage of qualified teachers in any regions of Indonesia still highly varied, with the percentage of 86.67%-63.97% (Suparwoto, et al 2010: 93). This indicates that teacher competency in several regions of Indonesia are not the same. Therefore, it is necessary to develop IQF for Faculty of Teacher Training and Education which includes guidance and counseling, initiated with graduates' good learning outcomes of the department in some universities or Lembaga Penghasil Tenaga Kependidikan (LPTK) or Teacher Education Institutions in Indonesia and teacher performance study. According to Prasetyo, Zuhdan (2014: 9), Indonesian Qualification Framework (IQF) is the framework of competence qualification scaffolding that can parallelize, group, equalize, and integrate between education sector, job training in several senior high schools in Indonesia and work experiences. Then, those things are compared in order to give work competence recognition, in accordance with the structure of jobs in different sectors. IQF becomes reference in inserting the Standard of Indonesian Qualification Framework into qualification level. The compiling of the Standard of the Indonesian Qualification Framework into qualification level in IQF is very important for the purpose of parallelizing or equalizing the qualification between recognition and educational degree or employment level. In addition, the compiling of the Standard of IQF into IQF is also important for the purpose of cooperation on mutual recognition of qualifications with other countries bilaterally as well as multilaterally. Dealing with the ideology and cultures of Indonesia, then the implementation of national education system and job training system done in Indonesia on any level of qualification cover the process that develop affection that is as follows: 1. Pious to God Almighty 2. Have moral, ethics and good personality in completing the duty 3. Acts as a citizen who is proud of and love for the motherland and support world peace 4. Able to work together and have a social sensibility and a high concern for people and the environment 5. Appreciate cultural diversity, views, beliefs, and religion as well as opinion/original findings of others 6. Uphold law enforcement and has a passion for giving priority to the interests of the nation as well as the public at large. The role of guidance and counseling teachers is very huge in developing teachers' affection in order that students have a strong mental power and high competitiveness through service application, either in classical, group or individual service emerging special images which are comfortable and being a good role model. In the IQF, The level 6 qualification descriptors of human resource, such as on a bachelor degree of physic education or other bachelor degrees (S1) and Diploma-4 are: 1. Being able to take advantage of science and technology on his expertise and being able to adapt to the situation faced in resolving the problem: 1) Mastering pedagogic field of guidance and counseling theory, being able to do planning, management, service implementation, evaluation, and development of life skill oriented service. 2) Actively mastering the use of science and technology based source and media of service to support the implementation of guidance and counseling services 3) Being able to plan and manage the resource in organizing classical service, school service, and other educational institution service responsibly, and evaluating the activities comprehensively 2. Mastering the theoretical

concepts of guidance and counseling as well as the concept of the supporting science, and being able to formulate the solution of procedural problems: 1) Mastering the concepts, principles of education and guidance and counseling 2) Being able to solve the obstructions of service procedurally through a variety of approaches 3) Having theoretical concept, planning and management principle, and skill in implementing, evaluating, and developing life-skill oriented guidance and counseling service 3. Being able to take right decision based on the analysis of information and data, and being able to provide guidance in selecting various alternative solutions both independently and collectively: 1) Being able to take strategic decision based on the analysis of information and data in educational field as well as in assessment that has been used, giving advice to peers and informing it to public properly 2) Being able to conduct research that can be used in providing instructions to choose a different alternative problem solving either in education or guidance and counseling. 4. Being responsible on his own work and may be given the responsibility for the achievement of the organization's progress: 1) Being responsible on his own work and may be given the responsibility for the achievement of the organization progress in guidance and counseling and school (organization) progress. As the embodiment of quality and identity of Indonesia in the national education system, the national job training system and national competence recognition system, presented in IQF are intended to be guidelines to: 1) Determine the qualification of learning achievement acquired through formal, non-formal and informal education, training or work experience; 2) Equalize the qualification between service achievements gained through formal, non-formal, and informal education, training or work experience; 3) Develop method and system of qualification recognition of human resources from other countries who are going to work in Indonesia. Every level of qualifications in IQF (KKNI) is conceptually conceived by four main parameters, namely (a) job skills, (b) the scope of science/knowledge, (c) the method and level of ability in applying knowledge and (d) managerial competency (Director General of Higher Education, 2010: 18). The four parameters included in each level are ordered in a descriptive form which is so-called IQF Descriptors (Deskriptor KKNI). The internalization and accumulation of these four parameters are achieved through a structured educational process or through work experience called learning achievement. According to Director General of Higher Education (2010: 19) in Prasetyo (2014: 10), it is asserted that each IQF descriptor of the same qualification level consists of scientific elements, knowledge elements, expertise (know-how) elements, and varied skills. Particular learning achievement of the educational process may have a more prominent skill elements than its scientific elements, but it is still rewarded with the equal qualification recognition. Thus, the higher the qualification level is, the more scientific the IQF descriptors will be. In contrast, the lower the qualification level is, the more skill mastery emphasized the descriptors will be. Therefore, the emergence of the 2013 Curriculum is a form of anticipation and answer in facing the 2015 AEC. CONCLUSION Therefore IQF (KKNI) is used by the Ministry of Culture and Education (Kemendikbud) as the base of curriculum development among the universities in Indonesia. As stated by the Ministry of Culture and Education (2014) that the license to establish study program requires the capacity to produce graduates who fulfill the IQF- based standard (SK Kemendikbud RI, 2014). Thus, it is no need to so much worry in facing the 2015 AEC (MEA 2015) as long as Indonesia is able to prepare competitive human resources through two curricula in Indonesia, namely the 2013 Curriculum and the 2006 Curriculum or School-based curriculum (KTSP) that match with the condition of educational institutions and keep referring to IQF (KKNI) applied in all universities including in guidance and counseling department which will be in the forefront of understanding and application to prepare it. REFERENCES [1] Berita Resmi Statistik No. 35/05/Th.XVI,6 Mei 2013 [2] Dirjen Dikti. (2010). Buku Pedoman Kerangka Kualifikasi Nasional Indonesia, Edisi1. Jakarta: Dikti. [3] EAC. 2008. ASEAN

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ABSTRACT The brain is the interface between us and our world. Brain functioning changes sensations

10

into perceptions and thoughts into actions. Reverberations in brain circuits lead to conscious experience; these reverberations also structurally change the brain. Stressful experiences change brain regions involved in memory and emotions; memory is impaired, and anxiety and aggression are increased. Spiritual experiences change frontal executive regions. Frontal brain areas become more coherent leading to more effective thinking and planning. Higher frontal coherence is correlated with higher moral reasoning, greater emotional stability, and decreased anxiety and top-level athletes and managers have higher levels of frontal coherence. Keywords: brain, **spiritual,**

emotional stability INTRODUCTION

Physiologically, the function of the brain is to exert centralized control over the other organs of the body.

3

The brain acts on the rest of the body both by generating patterns of muscle activity and by driving the secretion of chemicals called hormones. This centralized control allows rapid and coordinated responses to changes in the environment. Some basic types of responsiveness such as reflexes can be mediated by the spinal cord or peripheral ganglia, but sophisticated purposeful control of behavior based on complex sensory input requires the information-integrating capabilities of a centralized brain. 1 **From a philosophical point of view, what makes the brain special in comparison to other organs is that it forms the physical structure associated with the mind. As Hippocrates put it:** "Men ought to know that from nothing else but the brain come joys, delights, laughter and sports, and sorrows, griefs, despondency, and lamentations **"2 Through much of history,**

the mind was thought to be separate from the brain. Even for present-day neuroscience, the mechanisms by which brain activity gives rise to consciousness and thought remain very challenging to understand: despite rapid scientific progress, much about how the brain works remains a mystery. The operations of individual brain cells are now understood in considerable detail, but the way they cooperate in ensembles of millions has yet to be solved. The most promising approaches treat the brain as a biological computer, very different in mechanism from an electronic computer, but similar in the sense that it acquires information from the surrounding world, stores it, and processes it in a variety of ways, analogous to the central

1 <http://en.wikipedia.org/wiki/Brain> 2 Shepherd, GM (1994). Neurobiology. Oxford University Press. p. 3. ISBN 978-0-19-508843-4. processing unit (CPU) in a computer. THE CONCEPTS OF BRAIN-MIND IN NATURE OF WORLDS 1, 2 AND 3 BY JOHN C. ECCLES

According to Eccles, we have a nonmaterial mind or self which acts upon, and is influenced by, our material brains; there is a mental world in addition to the physical world, and the two interact. However, Eccles denies that the mind is a type of nonphysical substance (as it is in Cartesian dualism), and says that it merely belongs to a different world. 3 The

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philosophical achievement of the concepts of brain-mind can we found in his book, which shows that there are three worlds, worlds 1, 2 and three. For the world 1, it is about the world of physical object and states.⁴ It comprises the whole cosmos of matter and energy, all of biology including human brains and all artifacts that human made it for coding information. Moreover, the second world of the concepts brain-mind, it is about the states of consciousness. The subjective knowledge that the brain has includes the experience of perception, thinking, emotion, dispositional intentions, memories, dream creative and imagination. Receipting the first world as the physical object, brain has saved it and get the perception. The totally of our perceptions comes in this world. However, there are several levels. In agreement with Polten, John C. Eccles tends to recognize three kinds of levels of world 2. The first level would be the ordinary perceptions provided by all our sense organs, hearing and touch and sight and smell and pain. All these perceptions are in the world 2.

Opponents of Eccles' view argue that mind-brain interaction would infringe the law of the conservation of energy. In his latest book, How the Self Controls Its Brain, Eccles, with the help of quantum physicist Friedrich Beck, shows that mind-brain action can be explained without violating the conservation of energy if account is taken of quantum physics and the latest discoveries concerning the microstructure of the neocortex. Eccles calls the fundamental neural units of the cerebral cortex dendrons, and proposes that each of the 40 million dendrons is linked with a mental unit, or psychon, representing a unitary conscious experience. In willed actions and thought, psychons act on dendrons and momentarily increase the probability of the firing of selected neurons, while in perception the reverse process takes place. Interaction among psychons themselves could

1

explain the unity of our perceptions and of the inner world of our mind. But Eccles' acceptance of the standard interpretation of the conservation of energy actually limits his theory. According to the first law of thermodynamics, the total energy of a closed system (i.e., one which does not exchange matter or energy with its environment) remains constant. Since materialists believe that the physical world is all that exists and therefore forms a closed system, they argue that the quantity of matter- energy within it must remain absolutely the same. According to theosophy, on the other hand, there is a constant circulation of energy-substances through the various planes or spheres of reality, none of which forms a closed system, and the conservation of matter- energy applies only to infinite nature as a whole.

3 Eccles, John C. and Karl Popper. 1984. The Self and Its Brain: An Argument for Interactionism. Routledge, p.540. 4 Ibid

Orthodox quantum physics does in fact recognize that energy can be borrowed from the "quantum vacuum" provided it is paid back after a fraction of a second. Furthermore, over the past hundred years or so, a number of physicists, engineers, and inventors, beginning with Michael Faraday and Nicola Tesla, have built electromagnetic "free energy" devices that seem to produce more energy than required to run them, by apparently tapping on a larger scale the "zero-point energy of the vacuum" (or "energy of hyperdimensional space," as some scientists call it)--that is, nonphysical, etheric energy.⁵ Some scientists believe that "cold fusion" has a similar explanation.⁶ The

third world is created by man and that reciprocally made man. All of message is in the third world. "It is the world that was created by man and that reciprocally made man. This is my message in which I follow popper unreservedly. The whole of language is here. All our means of communication, all our intellectual efforts coded in books, in the artistic left by man from primitive times to the present time. CONCLUSION

Eccles says that the interaction between brain and mind "can be conceived as a flow of information, not of energy."⁷ But information must surely be carried by some form of matter-energy, and if the mind can alter the probability of neural events, it is more likely that it does so by means of subtler, etheric types of force or energy, acting at the quantum or subquantum level. Eccles says that his theory can account for ordinary voluntary actions, but that "more direct actions of the will are precluded by the conservation laws."⁸ This is significant, for even if there is no measurable violation of energy conservation in ordinary mental phenomena, this may not be the case with certain paranormal phenomena, especially psychokinesis and materializations. Eccles, however, does not take paranormal phenomena seriously.⁹

RESOURCES Brian D. Josephson, Abstractions and the Brain, Department of Physics, University of Cambridge, UK John C. Eccles, and Karl Popper. 1984. The Self and Its Brain: An Argument for Interactionism. Routledge John C. Eccles, The Understanding of the Brain, A Blakiston Publication, New York, 1973 http://en.wikipedia.org/wiki/Brain_Shepherd, GM (1994). Neurobiology. Oxford University Press. p. 3. ISBN 978-0-19- 508843-4. 5 Shepherd, GM (1994). Neurobiology. Oxford University Press. p. 3. ISBN 978-0-19-508843-4. 6 <http://en.wikipedia.org/wiki/Brain> 7 Ibid 8 Brian D. Josephson, Abstractions and the Brain, Department of Physics, University of Cambridge, UK 9 <http://en.wikipedia.org/wiki/Brain> THE ANALYSIS OF HIDDEN CURRICULUM ATN ELEMENTARY SCHOOL IN INDONESIA Ika Maryani Elementary Education Department Ahmad Dahlan University, Indonesia ika_mail87@gmail.com Dwi Sulisworo Physics Education Department Ahmad Dahlan University, Indonesia

ABSTRACT Nowadays hidden curriculum concept is become a topic of interest and studied in education field in various countries. In the case of Indonesia education, this concept will be helpful in supporting the young generation"s preparation for the future challenges. Within the next few years, Indonesia requires excellent human resources to be able to align with neighboring countries to the framework of the ASEAN Economic Community (AEC). Aim of this study is to analyze the hidden curriculum implementation at elementary schools in Indonesia. This study illustrates a clear mapping of the hidden curriculum implementation form in Indonesia, which will be the consideration basis in developing a strategic plan to improve the education quality in Indonesia. This study used a descriptive method with comparative types. This method will be used to look for a description of the hidden curriculum implementation in Indonesia, and then analyze the factors that cause certain phenomena occurrence. This method is ex-post facto because the data collection is done after the event have taken place. Then the collected data will be processed, reduced, and analyzed to obtain a conclusion. The result of the research shows that each school has different hidden curriculum implementation. Every school has specific characteristics such as IT development, school-based environment (green school), school-based research, school-based Islamic character, and so forth. School policy in the school culture management and development has significant impact on the success of hidden curriculum implementation. The study results will be used as basic data to be proposed as research scheme in international cooperation between Indonesia and Thailand in order to develop the policy of hidden curriculum development in both countries. **Keyword:** Hidden Curriculum, Indonesia, Thailand

INTRODUCTION Act of the Republic Indonesia Number 20, Year 2003, the Curriculum means a set of plans and regulations about the aims, content and material of lessons and the method employed as the guidelines for the implementation of learning activities to achieve given education objectives. Hilda Taba (1962) defines curriculum as follows: A curriculum is a plan for learning; therefore, what is known about the learning process and the development of the individual has bearing on the shaping of a curriculum. The curriculum is prepared to develop the skills of learners in accordance with the objectives to be achieved. The curriculum has an important role in education, because therein not just about the purpose and direction of education, but also a learning experience that should be owned by every student as well as how to organize the experience (Sanjaya W., 2008). There are various kinds of curriculum in education. In terms of the concept and its implementation, there are three types of curriculum namely ideal curriculum, actual curriculum, and hidden curriculum (Hamalik, 2006). Ideal curriculum serves as a teachers„ guide in implementing the learning process. Ideal curriculum called as a formal curriculum or written curriculum (Sanjaya, 2008). This ideal curriculum at least contains goals and competencies to be mastered by students, learning material, learning strategies, and the success of competence achievement. Ideal curriculum has important role in education because of that the teachers are required to be able to execute it correctly. Eventhough on the field, there are still

many imperfections in the implementation of this curriculum. Some of the reason is because of the lack infrastructure support in schools, teachers, different abilities and skills in understanding and implementing the curriculum, as well as the policy developed by the schools (Rohinah, 2012). These limitations lead teachers only be able to implement the curriculum in accordance with the existing conditions. This kind of curriculum is called the actual curriculum (Sanjaya, 2008). The implementation of actual curriculum which is different from the ideal curriculum raises farther gap between the achievement of the objectives and outcome. There are two possibilities occur. When the implementation of the actual curriculum exceeds the ideal curriculum, the student learning outcomes will be high. In contrast, if the implementation of the actual curriculum is far below the target of ideal curriculum, the student learning outcomes will also be low. Thus, the actual curriculum can have a positive impact for students and schools but also have a negative impact when the implementation does not comply with the norms. This will cause problems for education. All this time, learning process is carried out refers to the ideal (formal) curriculum. However, the formal curriculum is not yet fully meet the students' needs to gain experience related to instill values/character. Therefore, it is necessary to optimize hidden curriculum. This is because the curriculum that could conduct the students to be what expected is ideally not enough if just learned curriculum (written curriculum), but also the hidden curriculum that is theoretically could rationally affected students related to the school environment, the atmosphere of the class, even on school's policy and management widely, also vertical and horizontal relationships (Rosyada, 2004). Furthermore Jean Anyon in Kentli (2009: 86) defines the hidden curriculum as follows: The hidden curriculum of schoolwork is tacit preparation for relating to the process of production in a particular way. Differing curricular, pedagogical, and pupil evaluation practices emphasize different cognitive and behavioral skills in each social setting and thus contribute to the development in the children of certain potential relationships to physical and symbolic capital, to authority, and to the process of work. (Jean Anyon (1980) in Fulya Damla Kentli (2009:86)) Seddon in Sanjaya (2008) also revealed that the hidden curriculum is basically the result of an unplanned educational process, so the appear behaviors is outside the goal described by the teacher. It is illustrates that the hidden curriculum is done without planning. Learning experience without planning can occur through teacher-student interaction as well as student-student interaction who can be used as a media to exchange information and generate a moral and social model. Hidden curriculum has a considerable influence to the internalization of values and character in elementary school (Cubukcu, 2012) (Saleh, 2012). This influence can be various, depends on the students' grouping (students group obey the system, autonomous students group, students group in between) In practice, the hidden curriculum consists of several variables. Basically, these variables are closely related to social interaction behavior in the school and surrounding environment. These variables are organization variable, social system variable, and cultural variable (Rohinah, 2012). Organization variable is emphasis on team teaching implementation, the policy to promote to next grade, grouping students by ability, and focusing the curriculum. Social system variable concerning on teachers' social competence that will have implications to the relationship with students, fellow teachers, staff, parents, and communities. While cultural variable associated with the beliefs system, values, theory structure, and intent/ meaning. Related to the young generation preparation for the future challenges, attention to the hidden curriculum is important especially to build character. Indonesia requires an excellent human resources to become a strong nation. Therefore, debriefing should be carried out from now on, in order not to fall behind from the neighboring countries within the framework of Asean Economic Community (AEC). Based on the preliminary studies results, hidden curriculum implementation in Indonesia focused on the character values internalization in students.

The implementation forms are various depending on the measures taken by each school. This study focused on the analysis of hidden curriculum implementation at elementary school in Indonesia and its various success forms. The results of this study are expected to be a reference to the development of a strategic plan to improve the education quality in Indonesia. Researchers recommend that the results of this study will be used as a baseline to develop research cooperation between several countries, such as Indonesia and Thailand.

METHOD This study used a descriptive method with comparative types. This method was used to look for a description of the hidden curriculum implementation at Elementary school in Indonesia, and then analyzed the factors that cause certain phenomena occurrence, such as the peculiarities form of the hidden curriculum implementation in certain Elementary school. Variables examined include the school culture development, the form of character development in elementary school, and elementary school teachers development programs. The variables primary data are taken through depth interviews with stakeholders (Provincial Executive of Muhammadiyah and headmasters). Data analysis was starting from the process of data collection, data reduction, data presentation, until the conclusion / verification (Huberman, Miles, 1992)(Moleong, L.J, 2007)(Nazir, M (2009).

RESULT AND DISCUSSION Hidden curriculum is basically the result of an unplanned educational process, so the appear behaviors is outside the goal described by the teacher. It is illustrates that the hidden curriculum is done without planning. Learning experience without planning can occur through teacher-student interaction as well as student-student interaction who can be used as a media to exchange information and generate a moral and social model. Hidden curriculum has a considerable influence to the internalization of values and character in elementary school (Cubukcu, 2012) (Saleh, 2012). This influence can be various, depends on the students" grouping (students group obey the system, autonomous students group, students group in between) In practice, the hidden curriculum consists of several variables. Basically, these variables are closely related to social interaction behavior in the school and surrounding environment. These variables are organization variable, social system variable, and cultural variable (Rohinah, 2012). Organization variable is emphasis on teamteaching implementation, class upgrade policy, grouping students by ability, and focusing the curriculum. Social system variable concerning on teachers" social competence that will have implications to the relationship with students, fellow teachers, staff, parents, and communities. While cultural variable associated with the beliefs system, values, theory structure, and intent / meaning. Related to the young generation preparation for the future challenges, attention to the hidden curriculum is important especially to build character. Indonesia requires an excellent human resources to become a strong nation. Therefore, debriefing should be carried out from now on, in order not to fall behind from the neighboring countries within the framework of Asean Economic Community (AEC). From those definitions, hidden curriculum is considered as teachers" behavior, attitudes, speech, and treatment to students that contain certain moral message. As a multicultural country Indonesia has variety of hidden curriculum development. In this study, researchers used Elementary Schools in Yogyakarta Province as research subject. The data collection was not only focused on teachers and headmasters, but also on the school policy-makers at the provincial level which in this case was represented by the Provincial Executive of Muhammadiyah Yogyakarta, Indonesia. Based on interviews with „School, Madrasah (Islamic School), and Pesantren (Islamic Boarding School) Council" from Provincial Executive of Muhammadiyah Yogyakarta, primary education in the Yogyakarta province, Indonesia has developed a character education through religious content. Indonesian combines original Indonesian education system (pesantren-Islamic Boarding School-) with modern education system. This special characteristic is used to differentiate with the other institutions. The special characteristic was known as ISMUBA, to Al-

Islam (Islamic Science), Kemuhammadiyah (Muhammadiyah Organization knowledge), and Arabic. This material has a strategic role in the process of positive values internalization to students. Teachers' skills in managing the learning process effected the learning success. Such skills are not only related to the management of the formal curriculum, but also the implementation of the hidden curriculum in the class or wider. The collected data showed the indicators of hidden curriculum implementation developed in elementary school in Indonesia. These indicators include the development of the school culture and student character.

School Culture Development The development of Indonesia Elementary school culture refers to three categories namely physical, values, and assumptions. Its implementation involves the physical condition of the school, the values that are believed to the schools, teacher- student interaction, as well as the the hidden curriculum development. In some Islamic Elementary School in Indonesia, for example Muhammadiyah Condong Catur Elementary School, information technology and communications capabilities are more highlighted. This is requires the integration of ICT in every aspect. On the other hand, Muhammadiyah Sapen Elementary School"s vision and mission focus on students" character development. Here the students are trained to respect others, respect the opinions of others, discipline, independent, could work with others, honest, and so forth. Development of green school also became the focus of several schools in Indonesia (Muhammadiyah Bodon Elementary School) based on the Adiwiyata standard which is issued by the State Ministry for the Environment. Even one of school in Yogyakarta claimed to be a school-based research because all the learning activities are based on research results. All Muhammadiyah Islamic School implementing school culture development through student organizations such as the Tapak Suci martial arts, the scout Hisbul Wathan, Muhammadiyah Youth Association, as well as other academic organizations. Other forms of development carried out in Elementary schools in Indonesia is the culture of reading, honest, clean, disciplined and efficient, collaboration, trust, achievement, and reward and punishment. Through the developments, the Elementary Schools in Indonesia, particularly Islamic Elementary School have increased the performance of the headmasters, teachers, and students individually or in groups. It is established synergy relationship between components, bring out academic climate, established competition with collaboration, and fun interaction.

Implementation Forms of Hidden Curriculum in Indonesia Elementary Schools Hidden curriculum Implementation in Indonesia focused on discipline habituation to students, such as the teachers" start lesson on time, teachers ability to master the classroom, teachers habits to guide students who do mischief, the teachers" habit to do team teaching, social interaction among teachers and teacher-student, and teachers" habits in using cooperative learning method. All of them are experiences that could change the students" way of thinking and behaviour. Hidden curriculum in organizational variable is implemented through teacher assignment policies and grouping students in the learning process (Oliva, Peter F, 1988) (Yuksel, S, 2005). Its implementation in social system variable is shown through a relationship between a teacher and asministratif staff, headmasters involvement in learning, teachers' involvement in the decision-making process, a good relationship between teacher, student involvement in decision-making, and the opportunities for students to perform various activities. Cultural variable, associated with the hidden curriculum implementation in beliefs system, values, and cognitive structure that exists in the classroom while inside or outside the classroom.

The Program of Elementary School Teachers Development Islamic elementary teachers development program in Indonesia is generally done through the establishment of Teachers Working Group, Teacher Education Consensus Points, as well as a variety of training, such as the Education and Training of Muhammadiyah Teachers Competency (HGDP). The subject is active learning, learning evaluation, Muhammadiyah Organization knowledge, and improving the pedagogic competence, professional, personality,

and social. Every year, Provincial Executive of Muhammadiyah provides research grants for Classroom Action Research (CAR). The teachers who qualify are given training and assistance to CAR. The research is conducted by collaboration among teachers.

15

CONCLUSION The result of the research shows that each school has different hidden curriculum implementation. Every school has specific characteristics such as IT development, school- based environment (green school), school-based research, school-based Islamic character, and so forth. School policy in the school culture management and development has significant impact on the success of hidden curriculum implementation

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dialogue, is a warning that awakens awareness along religious survival. Through the statement, Hans Kung re-vitalizes the interfaith dialogue as a civilized, humane way to build well of human life. Hans Kung encourages religious communities to dialogue on the basis of honesty and desire find the way of salvation together. Then he said there was no peace without dialogue and no dialogue without honesty. Hans Kung said that the depth appreciation of the basic teachings of religion is most excellent in building a life together. Statement Hans Kung is sending a message that in reality diverse society needed awareness of plurality, an awareness that see that diversity is a social reality. Diversity is a necessity and should therefore be maintained. In this management process, according to Diana L Eck, needed dialogue as a plurality of spirits and the main base. Without consciousness dialogue, the plurality of religious traditions, culture and ethnicity that exist in the community to be "an array of isolated encampments", a description that each community, free to fly the different groups and only meet the temporal and formality. Religious leaders, both clergy, pastors, bhiksu and others, could be to make a prayer, pilgrimage together, healthy walk together, friends, shake hands and others, but without any real dialogue. All of these activities was limited to "icons of diversity", not "instruments of relationship". Here dialogue means talking while listening, that the process should be able to express a "common understanding", the facts of the differences can be addressed by means of mutual respect. THE IMPORTANCE OF DIALOGUE Beginning from the idea that Diana L Eck, inter-religious dialogue is deemed effective to produce a change in awareness of the faith of each participant dialogue. In addition, the dialogue is also expected to foster a change in religious attitudes of the exclusive attitude to be inclusive, pluralist even religious attitudes. With the expected growth and the change dialog will generate productive agreements in religious life. In other words, the dialogue is expected to be a bridge in the neighboring inter-religious. The warning from Hans Kung and Dian L Eck are relevant to the conditions experienced by today's religious communities, whether Muslim, Christian, Catholic, Hindu, Buddhist, Confucian and others, where religion often showed "double standards", double face in seeing life social. One side has a face that is peaceful, cool, fully of religious harmony and greet with affection, because of the nature of religious mission are salvation of man, human safety mission. On the other hand, religion appears with a friendly attitude, intolerant, threatening and filled with claims of truth (truth claims). In everyday life, these two conditions manifest in a variety of social violence based on religion and intolerant actions. David Lochhead reminds us that in every religious tradition has always contained the seeds of ideology and theology that is isolationist, each religious community to live and thrive in ghetto respectively, confrontation and even hate the other and blurred especially when associated with the logic of power that exists in every religious institution in the form of recognition of the absolute (absolute claim) which has been the dominant language of religion. In other words, if the condition is left, what happens is the reduction of religious values, religion turned into an instrument that carries messages of love and togetherness becomes an instrument that creates violence and intolerance, it is then that develops is a feeling of mutual suspicion and see the other as the enemy. Charles Kimball in the book entitled When Religion Becomes Evil (2003), according to the reduction of religion to be significant danger to contemplate. Kimball far has warned the threat that religion would be a disaster if not managed properly. Kimball centering five religious signs have been a disaster (evil). This sign also explains how religion has reduced the living ritual without meaning, without a soul, without spirituality. The fifth sign is (1), their truth claims, there is the belief that one's own religion is the most correct; (2) the existence of absolute obedience to the religious leaders; (3) Coercion against the formation of "ideal age" according to religious doctrines believed; (4) Religion justify any means to achieve its objectives; and (5) calling for religious holy war. This condition is a sign that religion has changed, moving into a destructive instrument. On the other

hand this condition is actually also a challenge all religions, to continue to encourage religious people understand religion is not limited to the dogmatic doctrine only, and should be encouraged in the realm of higher, more historical. in the context of Islam, according to Amin Abdullah said that the need for in- depth understanding of Islam, that Muslims are able to contribute to life and deliver the Muslims understand their religion not only doctrinal monolithic but pluralistic understanding of Islam that is historical. Dialog has a big impact on the understanding of religious pluralism, especially religious pluralism. With dialogue religious adherents are not only able to say that society is diverse, pluralistic, and different that actually only describe fragmentation alone, will be able to manage such diversity to the sense of brotherhood, cooperation and civic attitudes. Citing the opinion of Thomas Banchoff, pluralism is the diversity of different religious traditions within the same social or cultural space, a condition of a diverse community and interact peacefully, religion-based culture based ma'uun. Dialogue as the spirit of pluralism will be able to deliver the religious people on the understanding and action that pluralism is not merely negative goodness just judging from its usefulness for avoid fanaticism, but the child through mutual dialogue, pluralism can be understood as a "genuine engagement of diversities within the bonds of civility ". Even pluralism also is understood as an imperative for the discovery of the salvation of mankind. GOOD DIALOGUE CHARACTERISTIC John L Esposito said that pluralism "encourages reviews those with a god-based worldview to have welcomed and equal place in the public square". In view Esposito, pluralism will encourage those who have a world view based on the divinity or not, to get equal and parallel place in public life. Thus, according to Esposito should be developed tolerance, respect on the basis of sincerity and honesty in building relationships in recognition of the dignity of each human being. Parallel to Esposito, Diana Eck said that pluralism is not only the response of plurality and modernism, but also understanding to plurality of religion and culture. Diana wrote, "Pluralism is but one of several responses to diversity and to modernity. It is an interpretation of plurality, an evaluation of religious and cultural diversity". Therefore, plurality become the ability to make a home for oneself and one's neighbours in that multifaceted reality". Diana gave five main characteristics as a concept of plurality as a social fact, i.e.: (a)

pluralism is not the sheer fact of flurality **alone, but is active engagement with plurality;** (b), **pluralism is not simply tolerance, but also the seeking of understanding;** (c), **pluralism is not simply relativism, but assumes real commitment;** (d), pluralisme **is not syncretism, but is based on respect for differences;** and (e), pluralisme **is based on interreligious dialogue.** Thus pluralism is a

18

concept that goes beyond the plurality or diversity. As a result of social engineering of diversity, plurality is a basic, simple, colorful and giving. Here Diana then requires the "engagement", the active involvement and continuous (peaceful interaction), intensive dialogue between communities. Thus in contrast to the given plurality from God, pluralism is a joint venture through the dialogue of religious groups and different cultures to create a common society. CONCLUSION Finally, considering the above description, the conclusion is that the plurality of religion as a social reality and must be managed as well as possible. One way on how to manage the plurality into pluralism is by inter-religious dialogue. Dialogue here has significance as a religious community empowerment, in order to experience the growing awareness of diversity and inclusive attitude change, from an objective attitude becomes inter-subjective. Thus dialogue is the most humane way to

manage differences. REFERENCES Abdullah, A. (2005). Studi Islam Ditinjau dari Sudut Pandang Filsafat; pendekatan Filsafat Keilmuan. Yogyakarta: SUKA Press. Abdullah, A. (2008). Dinamika Islam Kultural; Pemetaan atas Wacana Islam Kontemporer. Bandung: Mizan. AlQurtuby, S. (2011). Pluralisme, Dialog dan Peace Building berbasis Agama di Indonesia. Jakarta: Democracy Project. Chimmbal, C. (2012). When Religion Becomes Evil. Philadelphia: Temple University Press. Diana, L. E. (2010). Is Our God Listening? Exclusivism, Inclusivism, and Pluralism, In Islam and Global Dialogue. Burlington USA: Ashgate Publishing Company. Esposito, J. L. (2010). The Future of Islam. New York: Oxford University Press. Kung, H. (2007). Islam, Past, Present and Future. Thailand: One World Publication. EXPERIENCE ON JOINT DEGREE PROGRAM BETWEEN AHMAD DAHLAN UNIVERSITY, INDONESIA AND UNIVERSITY OF NUEVA CACERES, PHILIPPINES Lustiana Sari Physics Education Ahmad Dahlan University, Indonesia Education Faculty University of Nueva Caceres, Philippines Emma Lirag Education Faculty University of Nueva Caceres, Philippines ABSTRACT Joint-degree program is a combined bachelor's degree that benefit students in providing a broad education and increasing skills and abilities. In this program, there are concerns to be prepared between the partner universities, i.e. University of Ahmad Dahlan and the University of Nueva Caceres, having a common goal although with a little variation in the educational system. The system includes Memorandum of Agreement between the two universities which involve proper accommodation of facilities, available of free tuition fees and the approval of other program related to the study. With these, the running of the joint degree program is easily facilitated. The program helps the students to qualify for a higher degree program. While participating in the program, the students are able to improve their English proficiency and finish the requirements on allotted time. This is an avenue to the Filipino and Indonesian students to study across through the exchange study program being offered. Keywords: joint degree, education, student exchange INTRODUCTION Improving youth's awareness on ASEAN Community is very important.

Education underpins ASEAN community building. Education lies at the core of ASEAN's development process, creating a knowledge-based society and contributing to the enhancement of ASEAN competitiveness. ASEAN also views education as the vehicle to raise ASEAN awareness, inspire the feeling", and create a sense of belonging to the ASEAN Community and understanding of the richness of ASEAN"

16

s history, languages, culture and common values. As the collective entity to enhance regional cooperation in education, the ASEAN Education Ministers identified four priorities that ASEAN cooperation on education would address, namely: (i) Promoting ASEAN Awareness among ASEAN citizens, particularly youth; (ii) Strengthening ASEAN identity through education; (iii) Building ASEAN human resources in the field of education; and (iv) Strengthening ASEAN University Networking. Student mobility program is already run at higher education level, but still relatively less in senior high school students. The senior high school has also carried out various activities to visit partner schools, but there is a tendency not sufficiently intensive to strengthen programs in academic aspects. It would need to develop an activity that makes interaction among students between countries become more intensive before and after the visit. The important thing for improving student's awareness is to equip student with some skills, attitudes, and capabilities.

Preparing youth for the ASEAN Community in terms of skills: Linguistic skills, Knowledge about ASEAN and ASEAN Member Countries, Vocational skills based on ASEAN and International standards, negotiation skills for the international arena. Preparing youth for the ASEAN Community in terms of attitude: Thinking beyond national interest, Positive attitude towards the ASEAN Community/Member States, Working as a team with other countries/ cross cultural experiences in working environment. Preparing youth for the ASEAN Community in terms of capability: Expertise in one"

12

s own profession, Output and Results-oriented outlook, Promoting better service based on international standards, and the ability to work according to international standards (professionalism). METHOD This paper is a qualitative descriptive approach. The authors' experience on following the joint degree program is the focus of this paper. RESULT OF THE PROGRAM Both partner - universities benefit the welfare being offered and continue to upgrade program for the common good. What to prepare by the student ? Attend orientation on diversities prior to their stay as stated in the Memorandum of Agreement. What to prepare by the partner-universities ? Per Memorandum of Agreement agreed by the partner-universities, it is an obligation of the latter to follow what is stated in the agreement and anticipate the possible learning outcomes. Proper orientation program should be given to these exchange students. Aspects of various concerns should be stressed for the common good. Advantage of the joint-degree program Joint Degree Program is providing some benefits that are not found in other programs. One of the most important advantages in following this program, is that the student will earn two degrees under this study at a specified time. The first degree is to be awarded by the University of the Country where I come is the University of Ahmad Dahlan (UAD) and same degree from foreign university, the University of Nueva Caceres (UNC). With these two degrees of same level, I will have the chance to win in the competitive arena of globalization. The second advantage is that I have to be more disciplined in managing study time, because I felt the difference in learning between Indonesian and Philippines. Study in Philippines starts from 08:00 am until 08:30 pm every day. All lecturers report on time. The third advantage is that I can improve the ability to speak English well. Generally, when I was in college in my country, only a few courses given were in English, but while studying abroad, all subjects use the English language. So as a student there, I am required to know and understand the English language. Next is the advantage in terms of time. In this joint-degree program, class schedules are compacted. With congestion, flexible schedule is adopted. So, in joint degree program there is actually an alternative solution to the students in order to continue studying abroad. Who are the beneficiaries of the Joint-Degree Program? There are two UAD Students who are benefited in the joint degree program. Lustiana Sari and Nizami Asnawi Thalib. We are both from Faculty of Education major in Physics Education. We will attending the course BSEd major in Physical Science for two years at the University of Nueva Caceres (UNC), Naga City – Philippine. We appreciate the kind gesture of Dr. H. Kasiyarno, M.Hum. as a Rector UAD, Dra. Trikinasih Handayani, M.Si as a Dean of the Education Faculty, Dr. Ir. Dwi Sulisworo, Dian Artha Kusumaningtyas, M.Pd.Si, Eko Nursulistiyo S.Pd, Noer Doddy Irmawati, Rai Rake Setiawan and staff of administration in UAD. I also thank Dr. Emma. S. Lirag, Dean of the College of Education of UNC who continuously support, help and look after me. My Experience in University of Nueva Caceres (UNC) I have laudable experiences during my stay at UNC. Challenges become opportunities for self improvement. Professors at UNC are very dedicated and committed. They are experts in their field of specialization. For example, when delivering a lecture, they can provide a stable teaching

performance from 08:00 am until 12:00 noon, followed by 01:00 pm to 08:30 pm with the same rhythm and power. They provide solid learning. The positive thing in these professors is that they always appreciate, respect, show compassion, and really make the students master the competency. There is an avenue for them to become globally competitive. How to adapt study abroad? The first I am trying to be establish good relations with professors and the Dean. At UNC, the Dean is very approachable; we can easily consult her on academic issues and personal. The second I will always strive to actively update on information about the campus, the character of the professors so that I can adapt to the style of their teaching. The third as a Learner Centered Learning, therefore I often get a lot of tasks, paper and presentation on a topic of discussion within the learning topic which I always do. The last, I never give up and get discouraged. I always pray to God if ever, I face many tough challenges associated with my academic activities. However, I must always think positive, be patient, not to complain, and always to pray until all issues have good results given by God in many ways.

CONCLUSION Finally, the joint-degree program is one of the future challenges for higher education in Indonesia, especially University of Ahmad Dahlan become a World Class University. In addition to providing opportunities for students to gain experiences of studying abroad, this program also provides an opportunity for universities to get partners abroad. The expectation of cooperation not only in the form of academic courses but also in the field of research and cultural exchange experiences is very rich.

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ISLAMIC PSYCHOSPIRITUAL THERAPY FOR IMPROVE ADOLESCENCE PSYCHOLOGICAL WELL BEING

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ABSTRACT Psychospiritual therapy was first developed by kethleen wall (2012) for adult women suffering from breast cancer. In this study were designed to be given to adolescence and adapted to the majority of Indonesian culture embraced Islam so named Islamic psychospiritual therapy. The purpose of this therapy is to help improve the psychological well being adolescent who are in phase emotional adjustment and adaptation to physical and psychological changes experienced, be expected adolescence can grow and develop into healthy personal and not experiencing mental health problems. The independent variable in this study is islamic therapy psychospiritual, while the dependent variable is the psychological well being. The method used in this study is a randomized quasi experiment with pre-test post-test control group design, have using two research groups that are both measured twice using a scale of psychological well- being, which is when the pre-test and post-test. Two research groups are defined in the experimental group and the control group. Subjects were 16 adolescents for the experimental group and 15 teenagers for the control group. The data analysis using Mann Whitney Test to see changes in psychological well being adolescence before intervention was $p = 0.462$ ($p > 0.05$), there were no differences in psychological well being. After the intervention was obtained p value = 0.00 ($p < 0.01$), there are differences in psychological well being. Wilcoxon test values obtained test mach $z = - 3.413$ with $p = 0.001$ ($p < 0.05$), that meaning islamic psychospiritual therapy have a significant influence on the improvement of psychological well being. Based on the results of this study concluded that there are significant differences in psychological well being experimental group and the control group after the intervention. In addition, it also can be seen that the islamic psychospiritual therapy have a significant influence on the improvement of adolescence psychological well being. Keyword: islamic psychospiritual therapy, psychological well being, adolescence

INTRODUCTION Adolescence is a

period of transition from childhood into adulthood, giving the opportunity to grow not only physical, but also the autonomy, self-esteem, behavioral, cognitive and social competence, biological, and intimacy (Feldman, 2009). According to Back (Santrock, 2003) Adolescence aged is 12 years to 21 years, where the early adolescence is 12-15 years, 15-18 years for middle adolescence and 18-21 years for late adolescence. Feldman (2009) mentions that adolescence has full of opportunities for physical growth, cognitive, and psychosocial, but also at risk for mental health such as the consumption of alcohol, promiscuity and sexual activity and fights with firearms, these happens because the immaturity adolescent thinking. Based on police records (Polda Metrojaya) Gang-fighting between student increasing every year. In 2011 occurred 128 cases then 2012 the number of cases increased into 255 with as many as 12 victims of the students who died, and in 2013 occurred 299 cases (Haris, 2014). Based on previous exposure can be concluded that the teenager was the period of crisis in the development of the individual, because they are required to deal with either positive or negative conditions for preparing themselves to enter adulthood. At a time of emotional turmoil these teens are required to adapt or cope in pressure, teenagers must adapt to changes in the physical, emotional, social and rules. In this condition, not all teenagers successfully adapt and able to complete faced with good pressure. Teens who successfully through this phase well, they will develop into a healthy person while experiencing barriers led to the emergence of psychological and mental health problems, so factor that causes teens to experience obstacles in achieving psychological wellbeing. Waterman (Rankin, 2002) mentions the psychological well-being has the ability to maintain welfare conditions in a longer time because the focus of psychological well-being is the realization of self, personal expression, and the extent to which the individual concerned is able to actualize its potential. Ryff (2008) mentions that the psychological welfare is the result of the evaluation or judgment against him which is the evaluation of the experiences of his life. Evaluation of the experience will be able to cause a person to become resigned to the situation that makes the psychological welfare is low or trying to improve his life which will make psychological welfare increases. Ryff (1989) states that that the psychological welfare is a condition of an individual who has a positive attitude towards oneself and others, can make their own decisions and regulate their own behavior and can create and set up an environment that is compatible with their needs, having a purpose in life and make a living they are more meaningful. Teens who are not able to get through the crisis with a pleasant feeling to have obstacles in carrying out development tasks with a maximum, so that teens who do not behave like a brawl positive, alcohol and drugs, sex or other risky behaviors. Failure through the crisis with this unpleasant condition that affects young people in achieving the psychological well-being. Frager (1999) mentions that the results achieved from conventional psychotherapy is to get rid of negative behavior and help the individual to be able to adapt to the social environment, whereas the transpersonal approach is to transform the expected goals, open-minded individuals that received wisdom deeper and closer with god. Vaughn (ruffler, 1995) mentions transpersonal psychology is a model of the development spectrum of consciousness as a bridge between psychology and spiritual flow stream, so that it becomes something that is interesting, especially for those who want to grow spiritually and develop psychological health with higher quality. One technique that was developed from the transpersonal approach is psychospiritual therapy as described by Pathel, et al (2012) psychospiritual therapy is rooted in the science of transpersonal psychology, includes personal and universal dimensions of life that is the body, heart, mind, and soul of human and non-human, psychology and ecology-open to the holy places in the region of the cosmos. Adolescents who experienced variety constraints in implementing development tasks, thus indicating the problematic behavior and experience barriers to the achievement of psychological well-being, as described Ryff (2002)

in his research states that anxiety is the most prominent factor affecting the achievement of psychological well-being, especially aspects of self-acceptance and related with others. Wall, et al (2001) describes the results of their research that psychological well-being can be achieved with psychospiritual therapy. Friedman & Hartelius (2013) describes the psychospiritual therapy is an integrative method because it has a purpose related to the value of individual transpersonal. Psychospiritual therapy helps people in realizing the highest aspirations or goals in their lives, helping individuals to develop personal skills in changing patterns. Psychospiritual therapy is an evolution of consciousness cosmos obtained through a combination of techniques from yoga. Cosmology is argued that human consciousness evolved into a spirituality that is integral with the higher consciousness. Wall (2012) explains that the psychospiritual therapy aims to increase human growth with more optimal by combining modern techniques based psychotherapy with spiritual practices. Psychospiritual therapy is designed to help individuals to develop specific skills and finding ways to cope with the heavy pressures of life. Psychospiritual therapy was first performed for patients with breast cancer, the results of this study explains that cancer survivor claimed that therapy has helped them overcome not only cancer, but also with other stressful events they experience in life. Based on the above, the formulation of the problem in this research is "Are there differences in psychological well-being among the treatment group given psychospiritual therapy and control group ?" METHOD Research Design is quasi experiment with randomized pre-test post-test control group design, I.e using two research groups that are both measured twice using a scale of psychological well-being, which is when the pretest and at posttest. Two research groups are defined in the experimental group and the control group. Experimental group and the control group will be selected based on the results of screening and then equally be given a pre-test. The purpose of the pre-test is to determine the initial state of the subject before given treatment. Furthermore, the subject will be randomized to divide the control group and the experimental group, the control group is the group that did not receive treatment before getting pre-test and post-test, but after being given a post-test control group will be given the same psychospiritual training with the group's willingness experiment as compensation from the subject of research. The experimental group is the group treated, in the form of psychospiritual therapy after pretest. Sugiono (2011) explains that the results of a good pre-test is if the value of the experimental group was not significantly different from the control group. RESULT The average adolescent psychological well-being before the intervention, obtained at 104.71 and increased to 111.16 after the intervention. This suggests that there is an average increase of 6.39 adolescent psychological well-being in the interval between before and after the intervention. Mean or average adolescent psychological well-being, when compared between before intervention and at follow-up also increased significantly, i.e before intervention gained an average of psychological well-being obtained at 104.71 while the follow-up was obtained after an average of 122 , 88. This shows that the average increase of 18.17 adolescent psychological well-being in the interval before the intervention and at follow-up. The results of data analysis using Mann withney test to see changes in psychological well being of the teenagers before intervention $p = 0.462$ ($p > 0.05$), there were no differences in psychological well being. After the intervention was obtained p value = 0.00 ($p < 0.01$), there are differences in psychological well being. Furthermore, to see the difference before the intervention and after the intervention in the experimental group performed test values obtained wilcoxon $z = -3.413$ with $p = 0.001$ ($p < 0.05$), meaning that islamic psychospiritual therapy have a significant influence on the improvement of psychological well being. Qualitative results stated after attending islamic psychospiritual they felt quieter life, diligently perform worship and honor their parents. In addition, participants also felt optimistic feeling to live their lives and lightness / relief. DISCUSSION In general, the

implementation of islamic psychospiritual therapy intervention can be said to be effective for improving psychological well-being of adolescents. Selection of this therapy is based on the results of research conducted by Wall, et al (2001) describes the results of their research that psychological well-being can be achieved with psychospiritual therapy. Psychospiritual therapy is rooted in transpersonal psychology developed by coping with stress, coping techniques religus and integrate psychology with spiritual approach without judging individual experience. Spiritual concepts related to values, beliefs, and beliefs of a person. Confidence is deeper than a belief an individual. Underlying beliefs a person to act or think in accordance with the belief that he follow (Hawari, 2004). Research conducted by Rofi'ah (2012) mentions a religious ritual which is believed by the person can improve his spiritual qualities. Participants in this study believe in Islam as a religion, so as to strengthen spiritual values given in the form of prayer islamic psychospiritual (tahajud) and read the Holy Qur'an. Participants felt quieter life, diligently perform worship and honor their parents. In addition, participants also felt optimistic feeling to live their lives and lightness / relief. This is in line with the results of research conducted by Isaac (2010) mentions gratitude has a linear correlation with psychological well-being means that the higher one's gratitude, then the higher the psychological well-being. Research results Amawidyawati & Utami (2007) mentions that the higher a person's attitude religiosity has contributed to greater psychological well-being. The results showed that the islamic psychospiritual can improve psychological well-being of adolescents. it can be seen from the score adolescent psychological well being measured using a scale of psychological well being. The results of the data analysis showed that the experimental group there were significant differences between the levels of psychological well being obtained from the results of the pretest and post- test scores. In the control group the results of data analysis showed no differences in levels of psychological well being between pre-test and post-test. Effectiveness of islamic pscospiritual therapy is in line with the results of research conducted by Galick, Wall, Corwin & Koopman (2011) describes the therapeutic psychospiritual prepare individuals to be able to master a set of skills that can be used repeatedly after the session intervention is completed, these skills aimed to cope with stress in the future and can maintain quality of life, it is hoped that adolescents have higher psychological well-being. Islamic psychospiritual therapy is designed to help the individual is able to develop specific skills and acquire the ways that can be applied to overcome the severe stresses of life. The main goal of this therapy is to increase the growth of individuals by combining modern techniques based psychotherapy with spiritual practices (Wall, 2010).

CONCLUSION

Based on these results, it can be concluded that the intervention proved successful pychospiritual islamic improves psychological well-being of adolescents that can be seen with increasing scores adolescent psychological well being. Islamic psychospiritual provide considerable benefits in the development of each participant's self as psychospiritual islamic can provide changes in their lives that feel quieter life, diligently perform worship and honor their parents. In addition, participants also felt optimistic feeling to live their lives and lightness / relief.

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DEVELOPING MATHEMATICS E-MODULE MATERIAL TRANSFORMATION FOR GRADE VII OF SMP/MTs WHOLE SEMESTER BASED ON CURRICULUM 2013

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ABSTRACT Teaching materials are all forms of material used to help teachers in implementing learning activities .One of teaching materials that can be developed to be able to motivate students more active and creative in learning is electronic modules (e- module) .This research supported by the availability of e-module yet mathematics curriculum based on 2013 and yet many teachers are developing teaching materials and yet maximize the use of computers as a medium learning .Research and development aims to develop mathematical e-module matter to class transformation vii junior high schools semester fulfilled 2013 based on the curriculum and to know the feasibility of mathematical e-module are based on expert assessment matter and media experts . In developing this mathematical e-module arranged based on the steps of the use of research and development .The study is done in SMP Negeri 1 Piyungan and MTs Negeri Bantul Kota. Research instruments used in the form of evaluation formative sheets of teaching materials to expert matter , media experts , and the response of students .Data analysis using analysis model and huberman miles and quantitative . The result of this research is successful the transformation to develop e-module math class VII SMP/MTs the curriculum designed by 2013 may consist of five learning activities. In all learning activities consist of video, the problem, the description of material, for example, go on practicing, let me wrap, in competency test feedback, follow-up, and you know it. From the results of the assessment of material obtained by the average score 102,33 very well, the appraisal by media experts 125,67 the average score with a very good instrument as well as in response to the students by 89,22 very good. The result showed that the transformation e-module math class VII for SMP/MTs the curriculum to be completed in 2013 on the learning process in the class. Key word: Electronic modules, e-module, 2013 curriculum, the transformation

INTRODUCTION The development of education in Indonesia now are very rapidly. Education is the principal thing and must in enhancing the quality of human life and to ensure the development nation. Education curriculum in Indonesia has made some changes. The background the need of the curriculum change is in the middle of the change of era, a system of education in Indonesia need to be to adjust. The purpose of the curriculum 2013 is that the achievement of competence between attitude in equal proportions, skill, and knowledge. 2013 curriculum aimed at prepares men Indonesia in order has the ability to live as a person and citizens who has faith, productive, creative, innovative, and affective and able to contribute to social life of, country development, state, and civilization the world . In school subjects are also changing. Particularly mathematics for SMP/MTs. The changes include issues such as thinking that the real critical to solve the problem, to introduce the concept of scientific rendering, to learning and information technology. Today the development of information technology walking quickly .This influential in various fields of life, no exception in the field of education. The use of computers and networks the internet as a source of information it is not

impossible. Some schools that are classified as advanced, have been using the utilization of the internet network. Quality human resource utilization supported with maximum use of technology can bring progress in science. In education in the world right now, the process is expected to have a technology of learning. Not only printed books that can be used as a source of students learning, the use of computers and the internet can also be used as a student to study. Teachers are expected to be able to use the technology for learning process for the purpose of learning and optimally to reach the goal of education as a whole. Teachers as planner learning prosecuted capable of designing learning and teaching materials. With the assistance of hardware and software learning, teachers can prepare learning by using various types of media and a source of learning more interesting raising interest learn students as well as a learning process lasting effective and efficient. The rapid progress in science and technology who use the computer and internet network, it would ease teachers in conveying matter of learning. One of the products that can be used in learning is electronic modules or e-module. With this product expected learning no longer focus on teachers and class, but students can learn anywhere and at any time by using a computer and internet network. Material to know about math class VII SMP/MTs that in 2013, in the interview conducted observation and two different schools are SMP Negeri 1 Piyungan and MTs Negeri Bantul Kota. The interview is of the second observation and the school curriculum 2013 we are using a computer, and that the but yet to be optimized learning mathematics. The second is not available at the school. Based on the background and limits matter that has been described above, it can be a problem that is formulated: (1) how can develop e-module mathematics on any material transformation to a student vii junior high schools the first half full and complete curriculum based on 2013? (2) e-module how can the worthiness of the mathematics on any material transformation to a student vii junior high schools based on the first half full and complete curriculum by 2013 the matter and media experts? The purpose of from the study is: (1) to develop e-module mathematics on any material transformation to a student vii junior high schools the first half full and complete curriculum based on 2013. (2) to know the worthiness of the mathematical e-module on any material transformation to a student vii junior high schools based on the first half full and complete curriculum by 2013 the matter and media experts. The development benefits e-module mathematics on any material transformation to a student vii junior high schools the first half full and complete curriculum based on 2013 as follows: (1) for students, can increase the supply e-module mathematics on the kids class vii junior high schools. (2) for teachers, help teachers in the process of learning and increase the supply of teaching materials mathematics. (3) for schools, can be used as reference material mathematics especially the transformation to a class vii junior high schools. (4) for researchers, researchers add insight about the development of math teaching materials, especially the development transformation e-module matter for the class vii junior high schools. THE CORNERSTONE OF THE THEORY 1. School mathematics school mathematics having the function of as a medium or means of students in achieving competence. Mathematics itself is fundamental science and currently has grown with quite rapid, whether it was the matter and its usefulness. The purpose of school mathematics namely preparing students to face the change in order to the state of the world can always evolves and using math in daily life. So that, math at school must be considered. 2. Electronic module (e-module) Electronic modules can be defined as some sort of presentation of independent study material that arranged systematically to in the unit smallest learning to achieve certain the purpose of learning, can be seen in electronic format, in which each learning activities in it connected by link-link as navigation who makes school tuition be more interactive with the program, furnished with video presentation of tutorials, animation and audio to enrich learning experience. 3. The transformation Transformation is the removal of an

image (including the wake geometry) early into the new image with reflection, translation, rotation, or dilation. Or change the position of any point on an object depends on your move, reflecting the shift, without changing the shape of the object.

RESEARCH METHODS The research is research development research and development) .Research is a method of the development of research to develop a new product or perfecting existing products and can be relied upon. Development research is focused in the development of electronic or e-module module material based on representing the transformation of curriculum packed in the form of the CD (Compact Disc) . The Potential And Problems Data Collection Product Design Design Validation Trial Usage Product Revision Product Trials Product Revision Product Revision The Final Product Figure 1. Step-by-step Method Research and Development (R&D) 1. Research instruments and techniques of data collection Instrument used in this research is observation, sheets, poll and guidelines interview. While data collection technique used is observation, granting, poll and interview. 2. The subject of trying The subject of study and development of this is the matter (lecturers math education and teachers field of study mathematics), media experts (lecturers math education and teachers field of study typewriter) , and response students . 3. Data analysis technique a. qualitative data in the form of criticism and input from expert matter as well as media experts obtained from the results of validation. In addition there are also data feasibility e-module obtained from poll analysis test the feasibility of material, expert media experts and students poll response against e-module. b. quantitative data score results in the form of feasibility study by expert e- module matter, media experts and also the results of the poll score response students of that product. **RESEARCH RESULTS** This research was carried out by means of validation of expert material and media experts. While the school conducted research on product testing done on laboratory your computer against 10 grade VII MTs Negeri Bantul Kota on Wednesday, 01 April 2015 and 10 grade VII SMP Negeri 1 Piyungan on Thursday, 02 April 2015. While the use of trial performed in computer Class VII laboratory A total of 31 students in MTs Negeri Bantul Kota on Saturday, 04 April 2015 and of Class VII H as much as 27 students at the SMP Negeri 1 Piyungan on Monday, 06 April 2015. As for the results of the study below: No Aspects Of Assessment Average Quantitative Data Criteria 1 Material Experts 102,33 Very Good 2 Media Expert 125,67 Very Good 3 Student Response 89,22 Very Good The analysis of the data collected used as a base to know the quality of a product produced. E-module products mathematics said to be worthy to be used as a source of learning if the quality of whilst e-module be in the prologue at least good. **CONCLUSION** The worthiness of Mathematics E-Module Material Transformation For Grade VII Of SMP/MTs Whole Semester Based On Curriculum 2013 developed included in a category representing very good a result of calculation based on the average combined score of the matter of 102,33 and from media experts and the average score of 125,67 response namely 89,22 students .So that the transformation of a class of mathematical e- module material vii junior high schools 2013 based on the first half full and complete curriculum being used in a learning process in class. **BIBLIOGRAPHY** Fadliyati, Ratih. 2010. Pengembangan Bahan Ajar Modul Elektronik.. <https://sites.google.com/site/elearningtp2010/pengembangan-bahan-ajar/modul/hasil-produk-e-modul.html>, tanggal 20 Januari 2015 pukul 19.50. Sinaga, Bornok. 2014. Matematika Untuk SMP/MTs Kelas VII Semester 2. Jakarta: Kementerian Pendidikan dan Kebudayaan. Sugiyono. 2011. Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D). Bandung: Alfabeta. Sukarjo. 2006. Kumpulan Materi Evaluasi Pembelajaran. Yogyakarta: Pascasarjana UNY. Syaodih, Sukmadinata Nana. 2006. Metode Penelitian Pendidikan. Bandung: Remaja Rosdakarya. Uno, Hamzah B. 2008. Perencanaan Pembelajaran. Yogyakarta : PT Bumi Aksara. Warsita, Bambang. 2008. Teknologi Pembelajaran Landasan dan Aplikasinya. Jakarta: PT Rineka Cipta. **DEVELOPMENT OF LEARNING MATHEMATICS MEDIA BASED INTERACTIVE**

MULTIMEDIA USING ADOBE FLASH CS 6 ON MATERIAL PROGRAM LINEAR WITH A SCIENTIFIC APPROACH IN SMA / SMK CLASS XI Angga Dharma Prastya¹, Sumargiyani² ¹Student of Mathematics Education ²Lecturer of Mathematics Education Ahmad Dahlan University menggomasterly@gmail.com

ABSTRACT Scientific approach encourages students to conduct activities observe, ask, collecting information/try, reasoning/associates, and communicate in the learning process. Learning media based Interactive multimedia is expected to be facilities that support learning. This research represent research development intended to generating form of learning media based interactive multimedia using Adobe Flash CS 6 in mathematics learning at high school and vocational school on the subject of program linear. This study is focused on the development of mathematical learning media is packaged in a Compact Disc (CD). The development research using ADDIE development model that is Analysis, Design, Development, Implementation, Evaluation. Steps: first, to analyze the needs of learning media, and curriculum materials are used. Second, designing learning media and prepare research instruments. Third, create or develop a learning media and validate the learning media. Then carry out trials of small classes in two schools, each of which is followed 5 students. Fourth, apply the learning media in large class's trials in two schools, each of which was attended by 21 students. Fifth, evaluate the results of student responses from trials study a large class. Results of research on the development of learning media based interactive multimedia mathematics based on the quality of each aspect of learning media in terms of material experts 66.33 with very good category, in terms of media experts 96.33 with good category, and student responses 60.81 with very good category. Based on the assessment, then the learning media based interactive multimedia of mathematics is feasible to use as a learning media. Keyword: Program Linear, Multimedia, ADDIE

INTRODUCTION According to the Regulation of the Minister of Education and Culture No. 103 of 2014 about learning in primary education and secondary education, said that the scientific approach or process-based approach to science can use several strategies such as contextual learning. In the application of the scientific approach, learners observe, ask, collecting information/try, reasoning/associates, and communicate. That will produce knowledge and skills directly, called the impact of learning. In mathematics learning, many students are still difficult to understand the concept given. From the interview on December 10, 2014 by HenySeptianingsihone of the students of SMK MuhammadiyahBerbah. Heny said that learning mathematics is given often makes bored with conventional learning model. He also found it difficult to understand the math, especially on a linear program material. He also said that the linear program material difficult to understand because a lot of story problems and analyze the graph to find the optimum value. To overcome these barriers, the need for a media that is interesting and can help students to focus on learning. Blend and combination of mathematics and elements of animation can be an alternative learning media development based on Adobe Flash CS.6 effective. The media development will produce a multimedia software packaged mathematics learning as learning CD.

RESEARCH METHOD This research is the development of research, according Sugiyono (2012: 407) "method of the development of research is a methods to produce a particular product". While the under Brog and Gall (1988) in the book Sugiyono (2012: 9) "research and development is a process used to develop or validate the products are used in education and learning". This is a research studies on the development of ADDIE model. ADDIE Model shows the stages of learning the basic design of the system is simple and easy to learn. According Personal, Benny A (2011: 125) "ADDIE model, as the name suggests contains five phases that can be used to design and develop a learning system that is simple and easy to learn. Stages of activity consists of, (A) nalysis, (D) esign, (D) evelopment, (I) mplementation, (E) valuation". The data obtained will be processed through the analysis of data to determine the quality of the resulting product development. Type of data collected in the

form of qualitative data were then converted into quantitative. Once the data is collected, and then calculates the average score by the formula: $\text{Information} = \frac{\text{average score} \times \text{total score}}{\text{number of assessors}}$ Change the value of each aspect of the criteria into qualitative values with ideal assessment criteria with the following provisions. Table 1. Category Assessment Criteria

Ideal No.	Scores range (i)	quantitative	Category qualitative
1.	Very Good	4.	< Less
2.	< Good	3.	< Good Enough
3.	< Good Enough	2.	< Less
4.	< Less	1.	Very Less

(Sukarjo, 2006: 52-53) Information: = average score = average ideal that can be searched by the formula $\text{Information} = \frac{\text{average score} \times \text{total score}}{\text{number of assessors}}$

= $\frac{\text{maximum score ideal} + \text{minimum score ideal}}{\text{standard deviation of the ideal}}$ that can be searched by the formula $\text{Information} = \frac{\text{maximum score ideal} - \text{minimum score ideal}}{\text{item number of criteria} \times \text{the highest scoring}}$

minimum score ideal = item number of criteria \times the lowest score In the analysis of this data, the highest score is 5 and the lowest score is 1. RESULT Feasibility study items assessed by three experts of the material, namely Uus Kusdinar as lecturers of Mathematics Education Ahmad Dahlan Univeristy, Suwardi as a mathematics teacher at SMA N 1 Kalasan and Surahyono as teachers of SMK Muhammadiyah Berbah. Following the results of calculation feasibility questionnaire of learning media by materials expert: Table 2. Feasibility Questionnaire Calculation Results Materials

No	Assessor	Score	Criteria
1	UusKusdinar	64	Very Good
2	Suwardi	67	Very Good
3	Surahyono	68	Very Good
Average		66,33	Very Good

Based on the table above, indicates that the learning media developed in terms of the material included in Very Good category. Feasibility learning media appearance assessed by three experts of the media, namely SyarifulFahmi which is a lecturer in media multimedia learning in mathematics education, Maryadi of Education Communication Technology Center Yogyakarta, and Wahyu Nor Rozi as teacher at SMK Muhammadiyah Berbah. Following the result of calculation questionnaire feasibility of learning media by media experts: Table 3. Feasibility Questionnaire Calculation Results Media

No	Assessor	Score	Criteria
1	SyarifulFahmi	106	Very Good
2	Maryadi	83	Good
3	Wahyu Nor Rozi	100	Good
Average		96,33	Good

Based on the table above, shows that the developed learning media in terms of appearance media are included in Good category. Large class trials conducted in two schools, namely SMK Muhammadiyah Berbah and SMA N 1 Kalasan. Following the results calculation of the student's response to learning media of mathematics: Table 4. Calculation results Questionnaire Response Students in Large Classes

No	Location	Score	average	Criteria
1	SMK Muhammadiyah Berbah	62	Very Good	
2	SMA N 1 Kalasan	59,62	Very Good	
Average		60,81	Very Good	

From the table above, the developed learning media are included in Very Good category. DISCUSSION Produced learning media consists of 3 sub-material is the material prerequisites related with systems of equations and inequalities of two variables, mathematical models, and the optimum value. In the Learning media is also include evaluation or exercises consisting of mathematical modeling problem, about the optimum value, and about the mix of both. The composition of instructional media content as follows: 1. Part opener: loading, title page, instructions for use, preface, KI and KD, intro. 2. The main menu: profiles, materials, evaluation, about the media, e-book, guide, intro, find information, song selection. 3. Material: the material prerequisites, material mathematical models, the optimum value of the material. 4. Evaluation: multiple choice questions mathematical models, multiple choice questions optmum value, multiple choice questions mix of both. 5. Profile, contains display media developers of interactive multimedia-based learning mathematics. 6. About the media, containing the title of the thesis and the bibliography to develop media-based interactive multimedia learning mathematics. CONCLUSION The conclusion of the feasibility study of mathematics-based media interactive multimedia using Adobe Flash CS 6 on a linear program material with a scientific approach in high school and vocational classes XI is: 1. Learning media-based interactive multimedia of mathematics based assessment in terms of the material aspects with an average score of 66,33 out of a maximum score ideal of 63.

Resulting material in learning media are included in Very Good category. 2. Learning media-based interactive multimedia of mathematics based assessment in terms of aspects of display media with an average score of 96,33 out of a maximum score ideal of 100,8. Resulting in the display learning media are included in Good category. 3. Learning media-based interactive multimedia of mathematics student response in SMK Muhammadiyah Berbah and SMA N 1 Kalasan with an average score of 60,81 out of a maximum score ideal of 58,8. So that the students' response to learning media are included in Very Good category. BIBLIOGRAPHY Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 103 of 2014 Pribadi, Benny A. 2011. Model Desain Sistem Pembelajaran. Jakarta: Dian Rakyat. Sugiyono. 2012. Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta. Sukarjo. 2006. Kumpulan Materi Evaluasi Pembelajaran. Yogyakarta: Perpustakaan UNY. POSTMETHOD ERA AND ITS IMPLICATION FOR LANGUAGE TEACHER EDUCATION Umi Rokhyati English Education Department Universitas Ahmad Dahlan, Indonesia umi_saiful@yahoo.com ABSTRACT Postmethod era emerges after the method era. In language teaching the postmethod era is initiated by Brown's concepts of learning principles and Kumaravadivelu. This becomes a new paradigm in language teaching. Language teacher education as an institution that produces teachers who live and teach in the postmethod era should adjust itself to the new paradigm. A model of language teacher education in the postmethod era is offered by Kumaravadivelu. This article discusses what the language teacher education should do to accommodate the coming of postmethod era. Keywords: postmethod, language teacher education, implication INTRODUCTION We are now living in what is called postmethod era. Postmethod era has a close relation with education, including language teacher education. Before this new paradigm appears in education and teaching, the term method is learnt and used in the class by the teacher. Method is an important subject learnt in a teacher education program. When students teachers graduate from their education and become teachers they will always get in touch with method. Since there is a shift from method to postmethod era, teachers should know the principles and apply it in the classroom. This means teacher education has an important role or responsibility in addressing the presence of postmethod because this institution produces teachers. The teacher education institutions should educate teachers they produce so they will be ready to carry out their duties in a postmethod era. According to Kumaravadivelu teacher education is not just teachers and education. He agreed with Marilyn Cochran-Smith and Kenneth Zeichner who clearly says that teacher education is a social institution that imparts a moral, ethic, social, philosophy, and ideology. Moreover, Kumaravadivelu states that now the framework of teacher education has to take into account the trend of the global economy and the flow of the global culture (2012:1). The postmethod era that emerged in the late 20th century is also known as "The Death of a Method". Method that has been developing since 18th century is claimed died with the birth of postmethod era. Each era brings its own implication in the field of education and teaching. What are the implications of postmethod era on language teacher education? This paper tries to review the implications of postmethod era in language teacher education. There are two main points to discuss, postmethod era and language teacher education. The discussion starts with understanding what method era is. It is followed by the discussion of what and why postmethod era and its implications in language teacher education. THE METHOD ERA According to Anthony in Richards (2001:9) method is a thorough presentation of learning materials that is designed without any conflicting parts in it and is based on a certain approach. Richards states that theoretically method is related to approach, its structure is determined by the design, and is practically realized through procedure. Meanwhile, Stern (1998: 452) states that method is more than just a strategy or specific technique. Method is a theory of language teaching as a result of

discussing theory and practice in a certain historical context. In addition, Bell (2003: 326) summarizes three meanings of method, namely (1) method is a sack of classroom teaching practices that have been provided (a grab bag of classroom practices), (2). Method is a set of well- established classroom teaching and functions like a recipe so that it cannot be varied, (3) method is theoretically associated with approach, its organization is determined by design, and is practically realized through procedures a pointed out by Richards and Rogers. In the field of language teaching, various methods have emerged with those definitions above. The first method known is Grammar translation method (GTM) which dominated the teaching of language in Europe and the teaching of foreign languages since 1840s until the 1940s. Up to now this method is still used to teach language focusing on written texts (Richards, 2001:6-7). In the middle and late 19 centuries this method got the opposition with the emergence of a new method, the Direct Method. This method and some that followed gave more emphasis on learning to communicate (using the language). In this era, oral language became the main focus of language teaching. Besides Direct method and Audio Lingual Method that emerged in this era, there were alternative methods such as Physical Response, Suggestopedia, and The Silent Way that did get many supporters (Richards, 2001:15). Of the various methods existed, Kumaravadivelu (2006:90-92) grouped them into three categories: language-centered methods, learner-centered methods, and learning-centered method. In language-centered method, language teaching is focused on language form. Learners learn sentence structure and selected vocabulary based on benefits and level of difficulty. Audio Lingual Method is one belonged to this category. While learner-centered method is a method that gives attention to the needs, wishes, and student situations. The use of language in students everyday life become the consideration in language learning. The objective of using this method is that students can use language with proper grammar and can communicate fluently. Examples of methods that fall into this category is Communicative Language Teaching. The third category, learning-centered method, is a method that emphasizes the cognitive processes in learning. Students are given the opportunity to participate in meaningful interactions through problem-solving activities in the classroom. The example of these methods is Natural Approach. After many decades the world of English language teaching used methods, in the early 1990s, many linguists and language teachers began to turn away from the belief that the newer and better methods could be a solution to the existing problems in language teaching. This situation is the starting point the emergence of a new era in the discussion of methods. Background of the emergence of Postmethod era Teaching methods are emerging from time to time, but finding a workable method to teach the language has not been found to date. People began to realize that there is no best method that can be used for anyone, anywhere, and anytime. Kumaravadivelu (2003: 1- 2) reveals the emergence of awareness at the end of the twentieth century from the world of foreign language teaching profession which includes awareness of the following: 1. The absence of ready to use best method that will someday be found 2. The separation between theory and practice has more disadvantages than benefits for teachers 3. The model of teacher education that merely transfer knowledge does not produce professionals who can teach effectively 4. teachers' beliefs, logic, and understanding play a very important role in shaping and reshaping the content and the nature of teaching practices. The emerging awareness leads to a period called postmethod era. What is Postmethod Era? From the description of the method and the emergence of the belief that the new method can not be a solution to the problem of teaching can be concluded that postmethod era is an era where the method is not considered anymore as a problem solver for solving the existing problems in language teaching. In postmethod era, the success of language learning is no longer entrusted to the methods used. So, what should be used in teaching language? Brown and Kumaravadivelu provide answers to the questions above.

According to Brown (2001: 54-69) language learning should apply the principles of learning that include the principles of cognitive, affective, and linguistics. Based on these principles, language learning should not be based on one particular method but must apply the principles which include: automaticity, meaningful learning, anticipation of rewards, intrinsic motivation, strategic investments, linguistic ego, self-confidence, risk taking, the language and culture, the influence of the mother tongue, interlanguage, and communicative competence. With these principles a language teacher should provide learning having the following characteristics: 1. make students use the language automatically approaching the mother tongue acquisition. 2. language learning should be meaningful to students.. 3. reward good students on their achievements in language learning. 4. develop students" intrinsic motivation. 5. provide students the opportunity to have the time to develop a strategy to learn. 6. realize that students feel weak when studying a foreign language. 7. instill students confidence in their ability to speak a foreign language 8. foster the understanding that learning should take risk 9. demonstrate the link between culture and language 10. aware of the errors that arise as a result of the mother tongue interference. 11. understand the possibility of errors in speaking due to the students' understanding of the correctness of the language being learned 12. aware that learning a language is to have competence in communication. . Meanwhile, according to Kumaravadivelu (2006, 2012) language learning must implement three parameters, namely the particularity (specificity), practicality (practicality), and the possibility (likelihood). With the parameters of specificity, learning in postmethod must be sensitive to a particular group of teachers who teach certain groups of students, for achieving specific purpose in a particular institution, in a certain socio-cultural environment. Consequently, it is not possible to use the same teaching method for different groups. Particularity is something that must be considered in teaching in postmethod era. The second parameter is the practicality / usefulness. This is related to the relationship between theory and practice. It is the teachers who know their classes. Theory made by the theorists is applied by teachers in the classroom. The teacher has his own theory after carrying out the practice in the classroom. The practicality parameter focuses on teacher reflection of good teaching after conducting classroom teaching. The last parameter used in postmethod era is the possibility. In the era of postmethod various possibilities that occur in learning must be realized. Students with different cultural and political background and different initial knowledge have the possibility to change the lesson plan that has been prepared. The principles proposed by Brown and Kumaravadivelu above become the principles of teaching in postmethod era. Language teaching takes place in the present era should also apply those principles.

Role and Task of Teachers in the Postmethod Era

In the postmethod era teacher's role can be grouped into three (Kumaravadivelu 2003: 8-13), namely: 1. The teacher as passive technician. The teacher's role here is to convey the contents of the subject matter. So the task of the teacher is to learn the material and pass them on to students. The learning activities are intended to enable students to understand the material presented by teachers. 2. The teacher as a reflective practitioner. Here the teacher does not just deliver material, but a teacher also has a role as someone who solves a problem, has the ability to look back critically what he has done, could think of causation, can analyze the task, and make a plan. 3. teachers as transformative intellectuals. As transformative intellectuals a teacher is supposed to be a professional teacher who can and want to reflect on the principles in their teaching practices, link theory and practice of education with social issues, work together to share ideas, and have good vision. In the previous section (2003: 2) Kumaravadivelu states that teachers in postmethod era perform the duty as strategic thinkers and practitioners. As a thinker teacher should reflect on particular needs, desires, situation, and the process of learning and teaching. As a practitioner they should develop the knowledge and skills necessary for observation,

analyze, and evaluate their own teaching activities. It could be concluded that teachers in postmethod era should have the knowledge, able to think critically, and want to develop themselves continuously. Language Teacher Education Richards defines Teacher Education as „the field of study which deals with the preparation and professional development of teachers“. Further he added that, “Teacher training [teacher education] deals with basic teaching skills and techniques, typically for novice teachers in a pre-service education programme. These skills include such dimensions of teaching as preparing lesson plans, classroom management, teaching the four skills (i.e. reading, writing, listening, speaking), techniques for presenting and practising new teaching items, correcting errors, etc.” (p. 542). While Kumaravadivelu (2012: 1) agreed on a definition which states that teacher education is a social institution that imparts moral, ethic, social, philosophy and ideology, then he added a few things related to global problems. Kumaravadivelu (2012) offered a teacher education model namely KARDS model. KARDS is the abbreviation of Knowing, Analyzing, Recognizing, Doing, and Seeing. Language teacher education should make teachers understand the professional knowledge, knowledge about language, about learning, and about teaching languages. Besides education, teachers must understand the procedural knowledge that is how to manage teaching and learning. Teacher education must enable teacher to analyze the needs of students and student motivation, and build student autonomy. Furthermore, teachers must recognize their identity, beliefs, and values they possess. In doing, teacher education should make teachers teach, theorize and conduct a dialogue. The last concept is seeing; seeing from 3 three perspectives; students, teachers, and observers. The model of language teacher education offered Kumaravadivelu is very complete and detailed. To apply the model reliable and knowledgeable trainers are needed. If this model can be applied and successful, it would produce teachers with professional, pedagogical, social, and personal competence that are reliable and have broad knowledge.

IMPLICATIONS OF POSTMETHOD ERA IN LANGUAGE TEACHER EDUCATION Postmethod era does not merely change the method into learning principles. Suwarsih (48) says that teachers in postmethod era that is the era of information technology, should play a role as navigator, adapter, communicators, students, visionary figure, an independent educator, leader, model, collaborator, risk taker, and mentor. Seeing the high demand for a teacher in the postmethod era, language teacher education as an institution that educates prospective teachers must adjust its curriculum in order to meet these demands. The curriculum which content still does not equip prospective teachers who will teach in the postmethod era must be updated. Referring to the book written by Arends 'Teaching for Student Learning-becoming an accomplished teacher' teacher education in the era of postmethod must implement standards-based Education and accountability, teach teaching and learning in the era of Flat World, give the opportunity to conduct professional development, provide expertise, provide knowledge, and prepare leadership (2010: 3-17). In that book Arends gave the example of a school that has transformed itself into a school with a 'true learning community'. The school has built a culture of professional development through peer visits, reflective dialogue, monthly meeting to discuss new strategies and other things. Of course for the creation of such an atmosphere, teacher education became a place for hope. In addition to improving the curriculum, the post method also requires human resources who manage education teachers to constantly improve their knowledge, skills, and attitude and continued professional development to keep up with the demands of the development of science, knowledge, and technology that are constantly changing.

CONCLUSION Postmethod era leads to changes in the world of language teaching. This has implications in language teacher education. Institutions that educate prospective language teachers should be aware of this. Because of that teacher education should in nature be flexible, dynamic and insightful. Teacher education institutions must be able to

accommodate the developments taking place both in the curriculum and human resources managers. If the teacher education institutions could not accommodate the rapid development, it will be difficult to produce reliable teachers needed in an postmethod era. RECOMMENDATION After studying several experts' explanations about Postmethod era, some recommendations are presented below. 1. It is time for Institutions that produces teachers to change the curriculum, adapt it to the demands of the changing times, especially in relation to globalization. 2. Research needs to be included into the curriculum of teacher education so that every teacher has an obligation to conduct research in its class. This will encourage teachers to do reflection. This activity will make a teacher not only as practitioner but also scientists. 3. Prospective teachers still need to study various methods of teaching and its development so that they have extensive knowledge and know the attitude to be taken as a teacher in postmethod era. REFERENCES Arends, R.I and Ann Kilcher. (2010). Teaching for student learning-Becoming an accomplished teacher. New York: Routledge. Bell, D. M. (2003). Method and Postmethod: Are they really so incompatible? TESOL Quarterly p.325 -336. Vol 37. No. 2. Summer. Brown, H.D. (2001). Teaching by principles. An interactive approach to language Pedagogy. New York: Pearson Education Company. Kumaravadivelu,B. (2003). Beyond Methods : Macrostrategies for language teaching. London: Yale University Press. Kumaravadivelu, B. (2008). Understanding language teaching: From method to postmethod. New Jersey: Lawrence Erlbaum Associates, Inc. Kumaravadivelu,B. (2012). Language teacher education for a global society. New York: Routledge. Richards, J.C and Rodgers T. S. (2001). Approaches and Methods in language teaching. New York: Cambridge University Press. Richards, J.C. and Richard, S. (2002). Longman dictionary of language teaching and Applied linguistics. London: Pearson Education Limited. Stern, H.H. (1998). Fundamental concepts of language teaching. Oxford : Oxford University Press. Madya, S. (2010).Current language teaching approaches and methods: Materials for study for PLPG trainees. SOCIAL SUPPORT GROUP FOR MOTHER OF CHILD AT NUTRITION REHABILITATION HOME YOGYAKARTA Nobelina Adicondro Profession of Psychology Department Ahmad Dahlan University, Indonesia nobelina.psi@gmail.com ABSTRACT The problem faced by members of the group affects feeding in children because a lot of thought and being patient so that the child is less likely to be malnourished, growth and development becomes too late. The experienced problems of each member primarily is the internal relations. It should be be addressed further in the presence of family therapy in order not to affect the development of the child so that the child avoid conflict situations. NRH party regularly hold meetings or discussions to provide information and an overview of the importance of the role of the family in the growth and development of both nutrition and stimulation toddler children early. In addition it is necessary to form a problem-solving discussions with focus group discussions and group counseling in collaboration with relevant professionals such as doctors and nutritionists. The response was very positive from the members. It was indicated by the desire to remain held discussions with another theme as it has done useful perceived. They are able to share experiences and knowledge that can change the behavior so as to support the growth and development of infants who were treated in addition to the nourishment that has been given so far. Keywords: rahabilitation, psychology, social support, nutrition BACKGROUND Patients who follow the program of Nutritional Rehabilitation Home (NRH) is a patient who has been screened for having children who are malnourished. The complaints submitted by patients admitted to the child's doctor difficulty eating and drinking milk. Patients usually have other problems that cause children to be malnourished. Before the Focus Group Discussion, already done the initial interview to obtain information. The interview results obtained various problems of each member of the group, Based on the results of interviews conducted with patients, the patient felt sadness of the condition of their children were classified as

malnourished. Various problems that cause children to be malnourished include economic factors and therefore can not provide nutritious food to children. Other causes of perceived patient is the type of food eaten as a snack or milk child makes when a child refuses to eat because they feel full. The other problem was that patients admitted with partner conflict and related stress affects in terms of feeding in children. The conflict in the household often occurs between spouses. It is sometimes seen by children and cause a child to feel less comfortable being at home. The atmosphere is less fun especially when children eat make a child refuses to eat so that the intake of nutrients that enter the body less and become malnourished children. Parents sometimes treat children, in the way parents treat it first. Though what is experienced was no longer effective once applied current. Children development is highly dependent to environmental factors. Children learn by imitating those who are nearby. It is also supported from the complaints submitted by the chief executive NRH that many parents who do not understand the importance of nutrition for infants. Effect of malnutrition for children who will have implications for the growth and development of infants. This is shown also by the behavior of the parents who lack discipline in the feed or diet toddler. Parents prefer to do household chores rather than pay attention to the needs of the child to eat. Child refuses to eat and drink milk so that the intake of nutrients that enter in the body is not fulfilled in accordance with the needs and development of children tend to be late. Group in this case was formed based on the results of screening of patients treated in NRH that has a relatively malnourished children. The number of patients admitted to eight people and are willing to be a participant in this group therapy with patients criteria include having children aged less than five years and classified as malnourished and require intensive care.

DISCUSSION Some of the problems experienced by members of the group based on the results of assessments are feeling stressed by various domestic issues such as conflict with partner, taking care of three children and the older age so that it becomes the hassles of dealing with eating and desire youngest children. The problem faced by members of the group affects feeding in children because a lot of thought and being patient so that the child is less likely to be malnourished, growth and development becomes too late. Severe cases related to food refusal may be associated with social and psychological problems are very difficult, which can lead to medical complaints and malnutrition (Nelson & Israel, 2006). This is consistent with the explanation of Judarwanto (in Nurjannah, 2013) that psychological disorders formerly considered as the main cause difficulty eating in children. Psychological disorders can be regarded as the cause when trouble eating it at the same time with psychological problems faced. If the psychological factors improved the disorder difficulty makanpunakan improved. Effect of malnutrition for children will have implications for the growth and development of infants. This is shown also by the behavior of the parents who lack discipline in the feed or diet toddler. Difficult child and refused to eat or drink milk so that the intake of nutrients that enter the body in accordance with their needs are not met, it makes the development of children tend to be late. Positive parenting of parents in providing a more pleasant meal with becoming an important example to play and away from the conflict. Provision of balanced nutrition backed by stimulation conducted through proper feeding patterns and positive parenting will assist in the growth and development of children optimally. To meet this required the cooperation of all parties, especially the elderly who are closest to the child's environment. Parents sometimes treat children, in the way parents treat. Though it could be what was experienced become no longer effective currently. Child development is highly dependent to environmental factors. Children learn by imitating those who are nearby. Growth and development of children is influenced by nutrition and stimulation. Nutrition obtained from food and dairy Whereas stimulation provided by parents through positive parenting and creating opportunities. Effect of malnutrition will impact the delay in the growth and

development of infants. Eating disorders in children can be addressed through proper feeding patterns with positive parenting of parents who can manage emotions when dealing with problems. Giving understanding and change behavior to the parents in this case the members of the group performed with counseling or group therapy. Group therapy is one method of social work that uses the group as media in the process of professional help. In literature of Social Work, this method is often referred to as groupwork or group therapy. Group therapy is an interpersonal process that consists of a counselor and some are exploring himself and his condition to change attitudes and behavior. Counseling or group therapy administered using the psychodynamic approach to supportive therapy in the group. This approach is done by using the technique Advice and teaching and anticipatory guidance. This technique is done to reveal the experiences of group members about the difficulty in feeding to the child and positive parenting. Then the group members support each other, giving rise to insight and then be motivated to formulate a plan for the future with anticipatory guidance techniques. Psychodynamic therapists activity groups that maintain environmental conditions, set the disruptive members, set boundaries, delivered with empathy, collect the data from the response members, countertransference, and other data, and do a clarification and interpretation of the responses of participants at various levels within the group (Brabender, Fallon, & Smolar, 2004). Supportive therapy is a set of techniques (advice, encouragement, pembedan words that can prevent or encourage or do something that is avoided) are used to perform treatment clients who experience severe barriers. The technique is done in a supportive therapy are: (Winston, Rosenthal, & Pinsker, 2004) a. Shows reward (praise), to increase the adaptive behavior b. Reassurance. Reassurance must be given based on an understanding of the uniqueness of the situation faced by clients and are given in good faith, and is limited to things that are understood. When clients are afraid of something that is not definite, taught strategies to deal with it and not give reassurance. Neutralize for most people, form a pleasant reassurance. Reassurance and normalizing should not be done to strengthen the non-adaptive and pathological behavior, opportunistic, hostile to others. Reassurance that coupled with the emphasis on an effective principle. c. Rationalizing and reframeing. Reframeing means to see things from different angles and perspectives are different, new. Important note rationalizing use and reframeing to avoid the impression that carelessly and contradictory of client statements. d. Encouragement (giving hope, stimulate, encourage). Plays an important role in the treatment and rehabilitation. For example, clients with schizophrenia often passive, dependent and depressive mental or physical too passive, the therapist gives a boost to be able to keep clean, do activities, hang out with other people, in other words, become more independent and concerned with other people. Encouraging clients to undergo small steps towards improvement, in addition to the need to formulate activity in small steps that are very useful for rehabilitation. Encouragement is very powerful because the client wants to be reassured about the results of his efforts. e. Advice and teaching. Advice is an important strategy in the supportive therapy, but it is important to recognize when to move on to give advice as to the direction of empowering the client to find his own way to obtain information. Advice and teaching, about the daily activities for clients who suffered severe disruption becomes important. f. Anticipatory guidance. Preparation or anticipatory guidance, useful techniques as used in CBT to recognize since the beginning of the obstacles that may be experienced in doing a deal with the planning and preparation strategies. For clients who suffered severe disruption, guidance should be more concrete. It's important for clients with chronic schizophrenia, because it has a resistance in the face of a new situation, not sure able to respond to social situations, fear of rejection, can not maintain long-term care. g. Reducing and Preventing Anxiety. Supportive therapy is not intended to express anxiety that pressed, but prevents

developing into severe anxiety, reassurance and encouragement to use the technique. Do as much as possible to avoid the impression of interrogative, do not ask questions, insistent, so it's not like being in court. To minimize anxiety, terpis can discuss the agenda of therapy with clients Intervention to the subject using supportive therapy. This is supported by research conducted by Sari (2011) showed that very effective supportive group therapy performed on pregnant subjects who experienced moderate anxiety. Family support is also needed to help overcome the problems, as expressed by the Goddess (2012) that the ability to provide family support can be enhanced by the provision of supportive group therapy. Psychoeducation therapy is used to provide information to families to improve their skills, so expect the family will have a positive coping to stress and burden experienced by the subject (Goldenberg and goldengerg, 2004). Psychoeducation is the delivery of information and provide insight to members of the group about the importance of balanced nutrition and stimulation for the development of the child, eating problems in children and positive parenting. The aim is that group members can understand and be able to change the behavior of a meal or diet and positive parenting. This is supported by family psychoeducation intervention conducted by Rachmaniah (2012) was shown to increase the knowledge and understanding of the families of the conditions experienced by children so that families can express the perceived burden of psychological and social care for family members who need treatment and care. Discussion experience is part of psychoeducation. The aim is to improve understanding of group members by sharing experiences with other group members. Other group members can learn the experience and can apply it in their lives. Members are able to realize that eating disorders in children due to parental psychological condition that affects the child's physical and psychological condition. It is also influenced by the presence of feeding patterns are less precise. Positive parenting applied to children to encourage children to get used to eating more enjoyable for example by playing and away from the conflict so that nutrition for children can be met. The members are able to meet the nutrition of children with discipline applying good feeding pattern exemplified from the parents. Parents also provide pengukuh in the form of praise when the child can spend on food and milk. The response was very positive from the members indicated the desire to remain held discussions as it has done useful perceived. They are able to share experiences and knowledge so aware and can change the behavior so as to support the growth and development of infants who were treated in addition to the nourishment that has been given so far.

RECOMMENDATIONS The recommendation is given to a psychologist and then forwarded to the NRH. The subject is motivated to continue activity that has been done to overcome the problems of child feeding and other behaviors. Develop positive parenting so that the relationship between parent and child can be intertwined in harmony. The experienced problems of each member primarily is the internal relations. It should be be addressed further in the presence of family therapy in order not to affect the development of the child so that the child avoid conflict situations. NRH party regularly hold meetings or discussions to provide information and an overview of the importance of the role of the family in the growth and development of both nutrition and stimulation toddler children early. In addition it is necessary to form a problem- solving discussions with focus group discussions and group counseling in collaboration with relevant professionals such as doctors and nutritionists. The response was very positive from the members. It was indicated by the desire to remain held discussions with another theme as it has done useful perceived. They are able to share experiences and knowledge that can change the behavior so as to support the growth and development of infants who were treated in addition to the nourishment that has been given so far.

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THE IMPORTANCE OF CULTURAL ART AS MORAL FORMATION OF NATION Noer Doddy Irmawati English Education Postgraduate Program Ahmad Dahlan University, Yogyakarta, Indonesia noer_doddyirmawati@yahoo.com

ABSTRACT Arts and Culture are two aspects that cannot be separated in everyday life. In the moral formation of human art and culture play a very important role. Therefore, the subject of art and culture is not eliminated in the 2013 curriculum in Indonesia. The lesson of art and culture is considered important to humanize humans, many of the values of beauty that can heed the human heart, can make intelligent and critical human, and humans can motivate a person who's expressive and sensitive to face human life in a healthy society. **Keywords:** Art, Culture, Moral Formation.

INTRODUCTION Arts education is given in schools in Indonesia, because of the unique role that could not assumed by other subjects. The uniqueness lies in the provision of aesthetic experience in the form of expression activity / creativity and appreciates the approach: "learn the art," "learning through the arts" and "learns about art". Education Arts and Culture has a multilingual nature, multidimensional, and multicultural. Multilingual meaningful development of the ability to express themselves creatively in a variety of ways and media such as visual language, sound, motion, and the role of various combination of them. Multidimensional meaningful development of diverse competencies includes conception (knowledge, comprehension, analysis, and evaluation), appreciation, and creation by combining harmoniously aesthetics, logic, esthetical, and ethics. Multicultural nature implies arts education to develop awareness and appreciation of the diverse capabilities and foreign cultural heritage. This represents the formation of a democratic attitude that allows a person living in a civilized and tolerant in a pluralistic society and culture (Deddy Mulyana, 2006: 25). Arts Education has a role in the formation of a harmonious personal learners with regard to the needs of child development in achieving multi intelligence consisting of intrapersonal, interpersonal, visual-spatial, musical, linguistic, mathematical logic, naturalist and adversity intelligence (AQ), creativity (CQ), spiritual and moral (SQ).

THEORETICAL BACKGROUND According to Ki Hajar Dewantara (education experts from Indonesia), Art is the result of the beauty that can move the beautiful feeling of people who see it, therefore, that human actions can affect, can lead to wonderful feeling of it as art. In addition, according to Aristotle Art is a form of the disclosure and appearance never deviate from reality and that art is imitating nature. While Sudarmaji stated that Art is all manifestations of mental and aesthetic experience using the media of field, line, colour, texture, volume and light dark. There are many more definitions of art which are given by a lot of experts but in this paper the writer uses three experts" opinion mentioned above. Culture is a way of life that is growing, 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 (Forsberg, 2006: par 3). Language, as well as culture, is an integral part of human beings in which so many people tend to think of genetically inherited. When someone is trying to communicate with people of different cultures, and adjust differences, proving that culture is learned (Forsberg, 2006: par 7). Culture is a holistic lifestyle. Culture is complex, abstract, and spacious. Many aspects of culture helped determine the communicative behaviour. Elements of socio- cultural spread, and include many human social activities (Geertz, 1973). Culture provides a coherent framework for organizing the activities of a person and allow predict the behaviour of others.

Art is a work made or created with remarkable skill that is something which is **elegant or beautiful.** 17

The need for arts and culture is a human need in a **higher order among other needs. Arts** and **culture** are **directly related to well-being, beauty, wisdom, peace, and at its peak the human evolutionary process to get closer to**

God Almighty. Therefore, art and culture will flourish if the society is welfare and prosperous. Harry Sulastianto stated that arts and culture is a skill to express ideas and aesthetics thoughts, including the consummate ability and imagination that will view objects, atmosphere, or work which is able to induce a sense of beauty that creates a more advanced civilization. While M. Thoyibi found that sense of arts and culture is the embodiment of art that have been entrenched, which is included in the cultural aspect, it can be felt by many people in the span of the history of human civilization. Sartono Kartodirdjo said that arts and culture is a coherent system for cultural arts that can run effective communication, among other things, through a single part that can show as a whole. DISCUSSION Moral Formation In connection with the Theory of Left Brain and Right Brain of Roger W. Sperry and also with what was found by Howard Gardner that is the existence of multiple intelligences that need to be shared by everyone. Right brain is closely related to art, so it has the ability of art including the important intelligence. All forms of human creation are in need of a touch of art. The logic of every human thought is also determined by the level of sensitivity of the art. Art and culture as intermediaries develop the human brain. Arts and Culture into a science can provide the opportunity for people to express their creative ideas and appreciate the art of art to illustrate how personal experiences, explore / exploit sense and observation process, and engineering work in accordance with the values of culture and beauty that exist within the community. It can be seen when all the results of the artistic expression of human beings lead to positive things in nature, then formed a human moral becoming good and reliable. Besides the moral formation is also guided by the power of human faith in question is capable of controlling himself by constantly using finesse apply religious life and also socializing that does not leave the soul of art and preserve the cultural arts. Human life must always be based on the art of expressing the culture. Moral (from the Latin word "Morality") is a human terms refer to a human or other person in the actions that have a positive value. Humans who do not have the so- called moral are amoral and immoral means he does not have a positive value in the eyes of other humans. So the moral is an absolute thing that must be possessed by human beings. What are explicit moral matters relating to individual socialization process? Without moral a man cannot perform the process of socialization. Nowadays, Moral values are implicit because many people who have the moral or immoral have attitude and narrow point of view (David W, 2007). The nature of moral is taught in schools and man should have moral if he wants to be respected by others. Moral is the value of all absolutions in the society as a

whole. Assessment of moral action is the condition of the local culture. Moral is the act / behaviour / greeting someone in interacting with humans, if the person does it in accordance with the prevailing sense of values in the society and it can be accepted by the society, then the person is considered to have a good moral and the otherwise. Moral is a product of culture and religion. Every culture has a moral standard that varies according to the prevailing value system and has been established since long. The Importance of Studying Cultural Arts In culture art education, art activities must accommodate the peculiarities set forth in the provision of experience developing conception, appreciation, and creation. All of this was obtained through the efforts of exploration elements, principles, processes, and techniques work in diverse cultural contexts. Arts subjects in Indonesia aims for students to have the following capabilities: 1) To develop the right brain work; 2) In order to balance work between left brain right brain; 3) To synergize the left brain work aided by the right brain works; 4) To develop a multi-intelligence; 5) To understand the concept and importance of art and culture; 6) To View the attitude of appreciation for arts and culture; and 7) To express creativity through arts and culture. Arts subjects covering the following aspects: 1) visual arts, including hand skill in producing works of art such as paintings, sculptures, carvings, with printing, and so on; 2) Art music, includes the ability to master singing, playing musical instruments, appreciation of music; 3) The art of dance, including motor skills based on body work with and without stimulation sound, appreciation of dance; 4) Art theatre, include body work skills, though the thought, and if the sound that the play combines elements of music, dance and acting. With religious life becomes focused, with the science of life becomes easier and the art of life becomes beautiful. Having regard to the last word of wisdom that it is clear art and culture make our lives beautiful, love the beauty of the implications for art enthusiasts is they love the peace, so that life can tolerate each other. But that peeling clear and evident that the arts and culture - can make a man can think clearly. CONCLUSION Lessons in Indonesian Arts and Culture are not removed from the curriculum of 2013. The reason is because cultural arts subjects important to humanize humans. Values obtained beauty of art can make the human heart to be beautiful. If the human heart beautiful then every action is always beautiful and always fun him and others. If it were so usually very in touch with his faith, behaviour, manners, and good moral automated and tested can be a good and reliable man. His mind is always positive, healthy, and actions are always sweet and harmonious as it has permeates and animates the cultural and religious art. Good morals can be formed due to the cultural arts. BIBLIOGRAPHY Aristotles. 1988. Ethics. France: Nouvelle Histoire Universelle. David, Wilcox. 2007. Definition of Moral. www.merriam-webster.com/dictionary/moral. Accessed on May 26, 2007. Deddy Mulyana dan Jalaluddin Rakhmat. 2006. Komunikasi Antarbudaya: Panduan Berkomunikasi dengan Orang-Orang Berbeda Budaya. Bandung: Remaja Rosdakarya. ——. 1999. Indonesia Human Communication: Communication Context. <https://books.google.co.id/books?id=-iliAAAAMAAJ> Forsberg, A. 2006. Definitions of Culture: CCSF Cultural Geography course notes. <http://ccsf.culturalgeography>. Retrieved: 2006-06-29. Geertz, Clifford. 1973. The Interpretation of Cultures: Selected Essays. ISBN 978-0- 465-09719-7. New York: Clifford. Harry Sulastianto. 1990. Seni dan Budaya. Jakarta: PT Grafindo Media Pratama. Howard Gardner. 2012. Multiple Intelligence – 8 Intelligences of Human Beings. New York: Harvard University Press. Ki Hajar Dewantara. Biografi Pahlawan Indonesia. Kroeber, A. L and C. Kluckhohn. 1952. Culture: A Critical Review of Concepts and Definitions. Cambridge: Cambridge, MA: Peabody Museum. M. Thoyibi. 2002. Agama dan Pluralitas Budaya Lokal. Yogyakarta: Dialektika Muhammadiyah. Reese, W.L. 1980. Dictionary of Philosophy and Religion: Eastern and Western Thought, p. 488. New York: The Free Press. Roger W. Sperry. 1982. A Whole New Mind: Why Right-brainers will Rule the Future. California: Institute California Press. Sartono Kartodirdjo. 1999. Multidimensi Pembangunan

Bangsa, Etos Nasionalisme dan Negara Kesatuan. Yogyakarta: Penerbit Kanisius. PARTICIPATION IN THE PERFORMANCE OF THE SCHOOL BOARDS UNDER SONGKHLA PRIMARY EDUCATIONAL SERVICE AREA 3 OFFICE Sathit Kaewsri Thaksin University, Thailand Advisor : Assoc. Prof. Dr. Charas Atiwitthayaporn Degree and Program : Master of Education in Educational Administration Academic Year : 2014 This research aimed to examine the participation in the performance of the school boards under Songkhla Primary Educational Service Area 3 Office, compare the participation in the performance of the school boards under Songkhla Primary Educational Service Area 3 Office based on the respondents' gender, age, work experience, educational level and size of school involved, and identify the problems of and guidelines for the participation in the performance of the school boards under Songkhla Primary Educational Service Area 3 Office. The sample for the study consisted of 322 teachers, drawn according to Krejcie and Morgan's and the Stratified Random Sampling techniques. The research instrument was a questionnaire with a confidence level of and the data were analyzed by such statistics as percentage, arithmetic mean, standard deviation, a t - test and an F - test. The results of this study reveal the following. Overall and by individual aspects, the level of participation in the performance of the school boards under Songkhla Primary Educational Service Area 3 Office is „moderate". A comparison of the participation in the performance of the school boards under Songkhla Primary Educational Service Area 3 Office reveals the following. Overall, the teachers who differ in their educational level show a significant difference in their opinions on the participation in the performance of the school boards under Songkhla Primary Educational Service Area 3 Office. On the contrary, the teachers who differ in their gender, age, work experience and size of the school involved show no significant differences in their opinions on the participation in the performance of the school boards under Songkhla Primary Educational Service Area 3 Office. Qualitative data reveal that school administrators members of school boards have participated in the administration of the schools in accordance to their roles such as the formulation of policy of the schools, giving approvals of the plans and supporting, directing, following up and monitoring the operation of the schools. MANAGEMENT IN ACCORDANCE WITH THE PRINCIPLES OF GOOD GOVERNANCE OF THE SCHOOL ADMINISTRATORS UNDER THE OFFICE OF ELEMENTARY EDUCATION IN SONGKHLA AREA 3 Jumpol Nilrat Thaksin University, Thailand Advisor : Asst. Prof. Dr. Jaras Atiwittayaporn Degree and Program : Master of Education, Department of Educational Management Academic Year : 2015 This research aimed to 1) examine the management in accordance with the principles of good governance of the school administrators under the Office of Elementary Education in Songkhla Area 3, 2) compare the management of the principles of good governance among school administrators under the Office of Elementary Education in Songkhla Area 3 by gender, educational level, working experience, and size of school, and 3) examine the problems and ways to strengthen the management in accordance with the principles of good governance of the school administrators under the Office of Elementary Education in Songkhla Area 3. The sample consisted of 338 teachers teaching in elementary schools under the Office of Elementary Education in Songkhla Area 3. The finished table of Krejcie and Morgan (Krejcie and Morgan. 1970: 607 - 610) was compared and the stratified random sampling was used by size of school. Finally, the simple random sampling was conducted by drawing lots. The instrument used in this study was a questionnaire with a confidence level of 0.938. Statistics used included percentage, mean, standard deviation, t-test, and F-test. The results showed that the management in accordance with the principles of good governance of the school administrators as a whole and in each aspect was at a high level. The comparison of the management in accordance with the principles of good governance among school administrators as perceived by teachers by gender as a whole was different with a statistical significance of .01. For each

aspect, it was found that the rule of law was different with a statistical significance of .01, the moral, transparency, participation and responsibility were different with a statistical significance of .05, while the worthiness was not different. The comparison by working experience as a whole was different with a statistical significance of .05. For each aspect, it was found that the rule of law and transparency were different with a statistical significance of .05, while the moral, participation, responsibility and worthiness were not different. The comparison by size of school as a whole was not different. For each aspect, it was found that the rule of law was different with a statistical significance of .001. Finally, the comparison by educational level, both as a whole and in each aspect, was not different.

THE ROLES OF SCHOOL ADMINISTRATORS EFFECTING ON TEACHER DEVELOPMENT IN ISLAMIC PRIVATE SCHOOL UNDER THE OFFICE OF PRIVATE EDUCATION COMMISSION, PATTANI PROVINCE

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 Advisor : Associate Professor Dr. Jarat Ativitayaporn
 Degree and Program : Master of Education in Educational Administration
 Academic Year : 2014

This objectives of research 1 to study the roles of school administrators effecting on teacher development in Islamic Private School under the Office of Private Education Commission, Pattani Province. 2 to make a comparison of the roles of school administrators effecting on teacher development in Islamic Private School under the Office of Private Education Commission, Pattani Province as variable of sex, age, degree, working experience and school size, and 3 to study problems and ways about the roles of school administrators effecting on teacher development in Islamic Private School under the Office of Private Education Commission, Pattani Province. Sample size was determined as Krejcie and Morgan. 341 samples groups were used stratified random sampling, which was classified variable of school size, then, used simple random sampling by drawing lots. The research in students used for collecting data was 5 level rating scale questionnaires. Statistic for data analysis covered percentage, standard division and F-test. The result found that 1 the level of teacher perspective about the roles of school administrators effecting on teacher development in Islamic Private School under the Office of Private Education Commission, Pattani Province for teacher perspective in overall were at a high level 2 the comparison for the roles of school administrators effecting on teacher development in Islamic Private School under the Office of Private Education Commission, Pattani Province as variable of sex, age, degree, working experience and school size for teacher perspective who has difference sex in overall and individual were significant difference at .05. There was a significant at level .001. The perspective about the roles of school administrators effecting on teacher development in Islamic Private School under the Office of Private Education Commission, Pattani Province showed that there were no statistically significant differences among teachers in different age, age, degree, working experience and school size in general were no difference. 3 The wags and suggestions found that the roles of school administrators effecting on teacher development in Islamic Private School under the Office of Private Education Commission, Pattani Province. Should be perform and admissive sex, age, degree, working experience and school size or either side.

ORGANIZATIONAL ENGAGEMENT OF TEACHERS IN TRANG PRIMARY EDUCATION SERVICE AREA OFFICE 2

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 Academic Year : 2014

This independent study was aimed at 1) studying the organizational engagement of the teachers, 2) comparing the organizational engagement of the teachers according to genders, ages, educational, qualifications, school sizes, and length of work experiences, and 3) studying problems and ways to enhance organizational engagement of the teachers. The sample included 302 teachers working in the foresaid area in the academic year 2014, selected by using stratified random sampling technique. Research equipments consisted of a 5-rating scaled

questionnaire, and an interview form. Data were analyzed by using percentage, mean, standard deviation, t-test and F-test. The study results revealed as follows. The overall organizational engagement of the teachers in Trang Primary Education Service Area Office 2 was in the high level. From the comparative results organizational engagement of teachers according to the genders, ages, educational qualifications, length of their work experiences, school sizes, it was found that, in the overall views the teachers who had different in ages and length of work experiences significantly influenced organizational engagement at the .001 level of statistics while the teachers who had different in genders, educational qualifications, and school sizes did not demonstrate the difference in organizational engagement. As for problems and ways to enhance engagement, it was revealed that teachers did not devote themselves to their works, did not work with their full capacities, and worked discontinuous. Administrators should, therefore, create motivation, take good care of the teachers' performances, support their advancement in furthering their education, and provide them with special welfares according to their abilities and necessities. These will create pride among the teachers of their own roles in school functions, unity as well as organizational engagement. In turn, therefore, these teachers would not want to transfer to other places as they are affined to schools and colleagues.

WORK MORALE OF TEACHERS WORKING UNDER SOUTHERN BUREAU OF SPECIAL EDUCATION Kiangkrai Jamsuriya Thaksin University, Thailand Advisor : Assoc. Prof. Dr. Charas Atiwitthayaporn Degree and Program : Master of Education in Educational Administration Graduation year : 2014 The purpose of this research were to study work morale of the teachers who worked under Southern Bureau of Special Education according to their genders, ages, educational qualifications, and work experiences. Also compiling the suggestions to create work morale for teachers working under the foresaid office were also collected. The sample group consisted of 306 teachers working under the office. The research tool employed rating scaled questionnaire with the reliability value of 0.97; there were 60 items in the questionnaire. The data were analyzed by using percentage, mean, standard deviation, t-test, F-test, one - way ANOVA and paired comparison method using Fisher"s LSD. The study results revealed that: 1) the overall view of work morale of the teachers working in the Southern Bureau of Special Education was at the average level; 2) the comparisons of work morale of the teachers working in the office according to their genders, ages, and educational qualification were significantly different at the .05 level of statistics. In addition, those with different work experiences, demonstrated different levels of work morale at the .01 level of statistical significance, 3) as for suggestions to create work morale of teachers, it was stated that they should be supported to work with their full capacities, and help them to progress in the career. Administrators should give equal opportunities to teachers to work according to their abilities. Teachers should be regularly supported and trained with learning activity techniques, curriculum analysis, teaching aids producing, and classroom problem solving in order that the teachers would be able to develop learners to their full potentials.

THE COMPETENCY ACCORDING TO PROFESSIONAL STANDARDS OF THE SCHOOL ADMINISTRATORS UNDER THE SECONDARY EDUCATIONAL SERVICE AREA OFFICE 16 Bunprapa Chuaychom Thaksin University, Thailand Advisor : Assoc. Prof. Dr. Charas Atiwitthayaporn Degree and Program : Master of Education in Educational Administration Academic Year : 2014 The objectives of this study were to compare the competency according to professional standards of the school administrators under the Secondary Educational Service Area Office 16 and to elicit guidelines and recommendations for the improvement of the competency according to professional standards of the school administrators as perceived by the teachers who differed in gender, educational level, teaching experience and size of the school. The sample included 341 teachers under the Secondary Educational Service Area Office 16 in the 2014 academic year. The instrument consisted of a -level rating scale

questionnaire and an interview schedule. The data were analyzed using such statistics percentage, arithmetic mean, standard deviation, a test and an F-test. The results of the study showed that: Overall and by individual aspects, the competency according to professional standards of school administrators under the Secondary Educational Service Area Office 16 was at the high level. A comparison of the competency according to professional standards of school administrators as perceived by the teachers who differ in their gender, educational level and teaching experience showed no significant difference at level .001 among teachers working in difference school size in overall. The results of each aspect showed that in their perception of administrator"s competency. There was a significant difference at level .001 among teachers working in difference school size in overall. By individual aspects, it is found that the teachers who differ in the size of the school showed a .05 significant difference in their perception regarding the administrators" competency in the administration of change and the administration by quality, showed a .01 significant difference in their perception regarding the administrators" competency in their abilities to manage the knowledge in the school and shoe a .001 significant difference in their perception regarding the administrators" competency in their abilities to manage strategy and their abilities to manage working system. In addition, it is found that there were a .01 significant difference in their perception regarding the administrators" competency in their abilities to manage academic work, personal, finance and budget and general administration. The result of collecting qualitative data showed that administrators give a great deal of all aspects of competency, encourage the collaboration of all teachers in the school. Furthermore, a task assignment to personal should be performed equitably regardless of the age, gender and education level.

STUDENT CARE MANAGEMENT SYSTEM IN SECONDARY SCHOOLS UNDER THE SECONDARY EDUCATIONAL SERVICE AREA OFFICE 16 Thanyalak Bangassaroh Thaksin University, Thailand Advisor : Assoc. Prof. Dr. Charas Atiwitthayaporn Degree and Program : Master of Education in Educational Administration Academic Year : 2014 This research aimed to examine the management of student care system in Secondary Schools under the Secondary Educational Service Area Office 16 based on such variables as gender, age, work experience and size of the school involved and to propose guidelines for the improvement of student care management system. The instruments used in the study consisted of a 50 items, 5 - level rating scale questionnaire with a 0.976 confidence and an interview schedule. The sample for the study included 125 school administrators and heads of student care section. The data were analyzed by such statistics as percentage, arithmetic mean, standard deviation, a t - test, One - way ANOVA and content analysis. The findings of the study reveal the following. 1. Overall, the level of opinions of school administrators and heads of student care section on the management of student care system is „high". 2. Overall, the school administrators and heads of student care section who differ in their gender show a .05 significant difference in the opinions on the management of student care system. However, overall, the school administrators and heads of student care section, who differ in their age, work experience and size of the school involved, show no significant differences in the opinions on the management of student care system. 3. For the guidelines in the management of student care system, it is recommended that the schools should be allowed to operate the process of student care management by combining with the instructional activities prescribed by school curriculum.

MANAGEMENT OF INFORMATION IN SCHOOLS UNDER LOCAL GOVERNMENT ORGANIZATIONS REGION 8 (SOUTHERN BORDER PROVINCES) Arnut Saisalam Thaksin University, Thailand Advisor : Assoc. Prof. Dr. Charas Atiwitthayaporn Degree and Program : Master of Education in Educational Administration Academic Year : 2014 This independent study aimed 1) to examine the management of information in the schools under Local Government Administrations Region 8 (Southern Border Provinces), 2) to compare the management of information in

the schools based on the respondents' gender, age, size of school involved and length of work in the school, and 3) to identify the problems of information management in the schools under the Local Government Organizations Region 8 (Southern Border Provinces). The sample for the study included 327 teachers drawn according to the stratified random sampling based on school size from the schools under the Local Government Organizations Region 8 (Southern Border Provinces) during the 2014 academic year. The instruments used in the research were a 5-level rating scale questionnaire and an interview schedule. The data were analyzed using descriptive statistics as percentage, arithmetic mean, standard deviation, a t-test and an F-test. The results of the study reveal the following. Overall, the level of information management in the schools under the Local Government Organizations Region 8 (Southern Border Provinces) as shown by the teachers is „high.“ A comparison of the information management in the schools under the Local Government Organizations Region 8 (Southern Border Provinces) based on the respondents' variables reveals the following. The teachers who differ in their age, work experience, educational level and size of school involved show significant differences in their opinions on the information management at the level of 0.01, .01, .05, and .05, respectively. The teachers who differ in their gender show no significant difference in their opinions on the information management. Problems related to information management in the schools under the Local Government Organizations Region 8 (Southern Border Provinces) are the following: inadequate computers, unconnected networking and redundant work in information management. It is suggested that school administrators need to understand more of the information system and acquisition of more ready to use computers and installment of networking site thoroughly in the schools.

INTERNAL SUPERVISION OF SCHOOL ADMINISTRATORS AS PERCEIVED BY THE TEACHERS UNDER OFFICES OF THE NON-FORMAL AND INFORMAL EDUCATION IN THE THREE SOUTHERN BORDER PROVINCES Baidah Muaenkoo Thaksin University, Thailand Advisor : Assoc. Prof. Dr. Charas Atiwitthayaporn Degree and Program : Master of Education in Educational Administration Academic Year : 2014 This research aimed to study the internal supervision of the school administrators under Offices of the Non-Formal and Informal Education in the Three Southern Border Provinces, 2) compare the internal supervision of school administrators as perceived by the teachers under Offices of the Non-Formal and Informal Education in the Three Southern Border Provinces based on gender, age, marital status, working status, work experience, size of school and working area 3) elicit problems and recommendations of internal supervision of school administrators under Offices of the Non-Formal and Informal Education in the Three Southern Border Provinces. The sample included 269 teachers under Offices of the Non-Formal and Informal Education in the Three Southern Border Provinces; they were drawn according to Krejcie and Morgan's table and the area of performance stratified random sampling technique and the lot-drawing simple random sampling. The instrument used was a questionnaire with a reliability of . The data were analyzed using such statistics as percentage, arithmetic mean, standard deviation, a t-test and an F-test. The results of the study revealed that, overall and by individual aspects, the teachers showed a high level of perception of the administrators' internal supervision. A comparison of schools under the supervision of the school administrators under Offices of the Non-Formal and Informal Education in the Three Southern Border Provinces based on the perceptions of the teachers who differ in personal variables revealed the following. The teachers who differ in age, working status, work experience and size of the school involved showed a significant difference in their perceptions of the administrators' internal supervision. The teachers who differ in gender and working area showed an overall significant difference in their perceptions. Qualitative data with respect to recommendations suggest that the administrators pay utmost attention to internal supervision in the schools by studying the current problems

and the needs for internal supervision in the schools so that they can be used in the planning and formulating objectives and process of internal supervision. Information gained from these processes should be used systematically with the control, directing, monitoring the outcome of the implementation of internal supervision in the schools strictly and consistently. The outputs of internal supervision should be used to make improvement on ways to solve problems and to improve the quality of schools education.

MANAGEMENT BEHAVIORS OF ADMINISTRATORS OF SCHOOLS UNDER MUNICIPALITIES IN SONGKHLA Boonpha Jaranai Thaksin University, Thailand Advisor : Assoc. Prof. Dr. Charas Atiwitthayaporn Degree and Program : Master of Education in Educational Administration Academic Year : 2014 This research was aimed at comparing and studying ways to enhance management behaviors of administrators of schools as perceived by the teachers under municipalities in Songkhla province according to genders, educational qualifications, and work experiences. The samples were 269 teachers who worked in the schools in academic year 2014. Research instruments consisted of a 5-rating scale questionnaire and an interview form. The data were analyzed with the help of percentage, standard deviation, t-test, and F-test. The study results revealed as follows. 1) The management behaviors of administrators as perceived by the teachers, in the overall views, were in the high level. 2) The comparisons of teachers' opinions on management of school administrators according to genders, and educational qualifications, in the overall views, were not different. 3) The teacher who had differ in work experiences, in the overall views, it was significantly different at the .05 level of statistics. 4) In enhancing management behaviors of school administrators in schools under municipalities in Songkhla province, the teachers viewed that administrators should have the following qualifications: be good role models in creating loyalty; provide subordinators with ideas, policies and information; have clear work schemes; create well cooperation as well as awareness of having good relationship in the schools; accept various opinions; use knowledge and experiences in decision making process; provide subordinators with chances to participate in decision makings; have work assignments conforming to lines of authority; regularly supervise, follow up, evaluate works assigned; have clear and fair work controls; and support the personnel to have continuous self-development.

MANAGEMENT OF CHILD DEVELOPMENT CENTERS AT TAMBON KHOONTADWAI ADMINISTRATIVE ORGANIZATIONS IN CHANA DISTRICT, SONGKHLA PROVINCE Chawalit Jindaprasert Thaksin University, Thailand Advisor : Assoc. Prof. Dr. Charas Atiwitthayaporn Degree and Program : Master of Education in Educational Administration Academic Year : 2014 This research aimed at studying the opinion of the children's guardian about management of child development centers at Tambon Khoontadwai under Tambon Administrative Organizations in Chana district, Songkhla province and comparing the management of child development centers according to the opinions of the guardian genders, ages, educational levels, and occupations. And also study the problems and ways to manage the child development centers. The sample was 319 children's guardians of the child development centers in academic year 2014. The samples were randomly selected by drawing lots. A 2-part questionnaire and an interview form were served as tools for collecting data; Part 1 of the questionnaire requested general information, Part 2 asked the opinions on the management of the centers. The questionnaire had the reliability of .8536. The statistics include percentage, Mean, standard deviation, sample test and ANOVA. The study results revealed that the opinion of the guardian about management of child development centers at Tambon Khoontadwai under Tambon Administrative Organizations was at the high level, both in the overall views and in each aspect. The comparisons of opinions of children's guardians revealed that the guardians of different genders viewed the management of the child centers differently at the 0.5 level of statistical significance. However, the guardians with different ages, educational levels, and occupations did not have

different opinions on the management of the child development centers. THE RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP OF SCHOOL ADMINISTRATORS AND WORK COMPETENCY OF TEACHERS UNDER THE OFFICE OF TRANG PRIMARY EDUCATIONAL SERVICE AREA 2 Dungkamon Nootong Thaksin University, Thailand Advisor : Assoc. Prof. Dr. Charas Atiwitthayaporn Degree and Program : Master of Education in Educational Administration Academic Year : 2014 This independent study was aimed at 1) the transformational leadership of school administrators, 2) work efficiency of the teachers, 3) the relationship between transformational leadership of school administrators and work efficiency of teachers in schools under the office of Trang Primary Educational Service Area 2. The sample consisted of 308 teachers in the schools under the office of Trang Primary Educational Service Area 2 in academic year 2014. The sample was gained by using stratified random sampling technique according to the school sizes. Data were collected by using a 5-rating scaled questionnaire. The statistical devices employed to analyze the data were percentage, mean, standard deviation, and Pearson's product-moment correlation coefficients. The study results revealed that, in the overall view and in each aspect, leadership of school administrators was at the high level. Likewise, work efficiency of the teachers, in the overall view and in each aspect, was in the high level. In addition, transformational leadership of school administrators and work efficiency of the teachers in the schools under the office of Trang Primary Educational Service Area 2 in the overall view and in each aspect, was positively related at the average level ($r = .650^{***}$) and significantly at the .001 level of statistics. A problem found was that some administrators managed their power wrongly and unequally which caused resentment in some of the teachers. Suggestions for the school administrators were that they should be good examples in developing themselves to become knowledgeable, having virtue and ethics, as well as in self - control, personnel-control, work - control and good governance. LEADERSHIP STATUSES OF SCHOOL ADMINISTRATORS AS PERCIEVED BY THE TEACHERS WORKING UNDER SONGKHLA PRIMARY EDUCATION AREA OFFICE 3 Kanchana Chanachai Thaksin University, Thailand Advisor : Assoc. Prof. Dr. Charas Atiwitthayaporn Degree and Program : Master of Education in Educational Administration Academic Year : 2014 The purposes of this research were to study leadership statuses of school administrators working under Songkhla Primary Education Area Office 3 and to compare their leadership statuses as percieved by the teachers according to genders, educational qualifications, work experiences, and the sizes of schools. And survey the problems and ways to enhance leadership statuses of school administrators. The sample consisted of 338 teachers working in the foresaid area in academic year 2014. Research instruments were a set of questionnaire and an interview form. Statistics used for analyzing data were percentage, mean, standard deviation, t-test and F-test. The study results revealed that the opinion of the teacher on leadership statuses of school administrators, in the overall views, was at the high level. The teachers who different in gender had the different opinion in the overall views, they were significantly different at the .01 level of statistics. When considered in each aspect, it showed that on the aspects of participations of the leaders and their behaviors, they were significantly different at the .01 level of statistics. The aspect of leadership roles was different at the .05 level of statistical significance. By variable work experiences, in the overall views, it was also significantly different at the .05 level. When considered in each aspect, it was found that the aspects of participation of the leaders and leaders' behaviors were significantly different at the .05 level of statistics. By variable educational qualifications and the sizes of schools, it was found that the teachers who different in educational qualifications and the sizes of schools had not different in the opinion on leadership of school administrators. QUALITY OF WORKING LIFE OF TEACHERS IN ISLAMIC PRIVATE SCHOOL, OFFICE OF THE PRIVATE EDUCATION SONGKHLA PROVINCE IN SONGKHLA SPECIAL DEVELOPMENTAL

AREA Nurulhuda Samaenaeng Thaksin University, Thailand Advisor : Assoc. Prof. Dr. Charas Atiwitthayaporn Degree and Program : Master of Education in Educational Administration Academic Year : 2014 The objective of this research were to examime 1) to study quality of working life of teachers in Islamic private school, Office of the Private Education Songkhla Province in Songkhla Special Developmental Area, 2) to a comparison of quality of working life of teachers in Islamic private school, Office of the Private Education Songkhla Province in Songkhla Special Developmental Area as variables of gender, age, working experience, degree and school size, and 3) to study trend of the improvement of quality of working life of teachers in Islamic private school, Office of the Private Education Songkhla Province in Songkhla Special Developmental Area. Sample size was determined as Krejcie and Morgan. 275 sample groups were used stratified random sampling, which was classified variable of school size, then, used simple random sampling by drawing lots. Tool of the study was questionnaire of which reliability of level of 0.95 statistics for data analysis covered percentage, average (\bar{X}), standard division (S.D), T-test, F-test, and 5 key informants for qualitative data collecting, and then analyzed interviewed content into data classification, comparison, and conclusion by descriptive. The result found that the perspective about quality of working life of teachers in Islamic private school, Office of the Private Education Songkhla Province in Songkhla Special Developmental Area in overall and individual was in good level. The comparison of quality of working life of teachers in Islamic private school, Office of the Private Education Songkhla Province in Songkhla Special Developmental Area showed that there were no statistically significant differences among teachers in different gender, age, working experience, and degree in general. There was a significant difference at level .001 among teachers working in different school size. The results of each aspect showed that the aspects of self-development and advancement and working stability were significant differences at .01, while the aspects of social integration, organizational participation, and balance between life and working life were different in statistically significant difference at .001. The result of collecting qualitative data by interviewed showed that administrators give a great deal of taking care of quality of working life of teachers in all aspects and levels to lead into sustainable quality of working life.

DECISION MAKING OF STUDENT GUARDIANS IN SENDING THEIR CHILDREN TO PRIVATE SCHOOLS IN HAT YAI CITY MUNICIPALITY AREA Pamrat Intharit Thaksin University, Thailand Advisor : Assoc. Prof. Dr. Charas Atiwitthayaporn Degree and Program : Master of Education in Educational Administration Academic Year : 2014 The objectives of this research were to: 1) study student guardians"decisions on sending their children to private schools 2) compare the decision makings of the guardians according to genders, ages, educational qualifications, incomes, occupations, and numbers of children in their families 3)ways of the decision makings of the guardians in sending their children to private schools. The sample consisted of 377 guardians of students in private schools located in Hat Yai City Municipality area in the academic year 2014.The research instruments were a 5-rating scaled questionnaire and an interview form. The data were analyzed by using percentage, mean, standard deviation, t-test, and F-test. The study results revealed as follows: 1)The decision makings of the student guardians in sending their children to private school located in Hat Yai City Municipality area, in the overall views, were at the high level .2)When the decision makings of the student guardians in the mentioned area were compared according to genders, ages, educational qualifications, incomes, occupations, and numbers of children in families, it was found that, in the overall views, the guardians who had different in genders qualifications was significantly different at the .01 level of statistics, the guardians who had different in educational was significantly different at the.001, the guardians who had different in occupations was significantly different at the .05, however there were no differences on the guardians who had different in ages, incomes,

occupations, and numbers of children in families. 3) The problems found were that school administrators did not have creative ideas in developing teaching and learning processes as well as morals and ethics. Teachers were frequently transferring in and out. Other problems found were: school subsidies were too small, the instructions did not conform to the curriculum objectives, there were teacher shortages and they did not teach the subjects of their majors. The suggestions were as follows: School administrators should be capable, have good visions, and listen to others' opinions. School administrators should support teachers to be knowledgeable so that they could use their knowledge to develop the quality of education. Schools should put the right teachers into the right subjects. In addition, the government should subsidize more budgets to support schools.

THE ACADEMIC ADMINISTRATION OF OPPORTUNITY EXPANSION SCHOOL OF SATUL PRIMARY EDUCATIONAL SERVICE AREA OFFICE Panthipa Boonchak Thaksin University, Thailand Advisor : Assoc. Prof. Dr. Charas Atiwitthayaporn Degree and Program : Master of Education in Educational Administration Academic Year : 2014 The objective of this research were to examine 1) to study the academic administration of opportunity school of Satul Primary Educational Service Area Office, 2) to a comparison of academic administration of opportunity school of Satul Primary Educational Service Area Office as variables of gender, age, degree and working experience, and 3) to study trend of the improvement of academic administration of opportunity school of Satul Primary Educational Service Area Office. Sample size was determined as Krejcie and Morgan. 250 sample groups were used stratified random sampling, by using schools as being stratified, then, used simple random sampling by drawing lots. Tool of the study was questionnaire of which reliability of level of 0.994 statistics for data analysis covered percentage, average (\bar{X}), standard deviation (S.D), T-test, F-test, and 3 key informants for qualitative data collecting, and then analyzed interviewed content into data classification, comparison, and conclusion by descriptive. The result found that the perspective about academic administration of opportunity school of Satul Primary Educational Service Area Office in overall and individual was in good level. The comparison of academic administration of opportunity school of Satul Primary Educational Service Area Office showed that there were significant differences at level .05 among teachers in different gender and age. There was a significant difference at level .001 among teachers in different degree. There was no statistically significant differences among teachers in different working experience. Qualitative data with respect to recommendations suggest that the administrators pay utmost attention to academic administration in education by studying the current problems and the needs for academic administration in education so that they can be used in the planning and formulating objectives and process of academic administration. Information gained from these processes should be used systematically with the control, directing, monitoring the outcome of the implementation of academic administration in the schools strictly and consistently. The outputs of academic administration should be used to make improvement on ways to solve problems and to improve the quality of schools education.

THE INTERNAL QUALITY ASSURANCE OPERATION WITHIN EDUCATIONAL INSTITUTES UNDER OFFICE OF NON-FORMAL AND INFORMAL EDUCATION IN THE THREE SOUTHERN THAI BORDER PROVINCES Patcharee Chairroj Thaksin University, Thailand Advisor : Assoc. Prof. Dr. Charas Atiwitthayaporn Degree and Program : Master of Education in Educational Administration Academic Year : 2014 This research aimed to 1) study the quality assurance operation within educational institutes under Office of Non-Formal and Informal Education in three southern Thai border provinces. 2) compare the quality assurance operation according to teachers' opinions within the educational institutes under Office of Non-Formal and Informal Education in three southern Thai border provinces by using genders, educational levels, positioning titles, work experiences, and related experiences in term of quality assurance

operation. 3) study the problems and quality assurance operation within educational institutes under Office of Non-Formal and Informal Education in three southern Thai border provinces. Sample is teachers under Office of Non-Formal and Informal Education in three southern Thai border provinces in year 2014. For sampling is based upon the Krejcie and Morgan Method and random sampling. There were 269 samples in total then using stratified random sampling, classified by positioning titles, then using simple random sampling. research tool questionnaires which have overall alpha of reliability at .97, statistically concerns are means (\bar{X}), standard deviation (S.D.), t-test, and f-test. Qualitative data collection method has been used with 10 key informants, then using content analysis method from interviews. The data had been classified, compared, and summed up using narrative description. The research found that quality assurance operation within educational institutes under Office of Non-Formal and Informal Education in three southern Thai border provinces was highly positive all over and each aspect. The comparison between teachers that differ in genders, educational levels, positioning titles, and work experiences within educational institutes under Office of Non-Formal and Informal Education in three southern Thai border provinces had shown a similar result toward this quality assurance operation. The teachers, that had different related-quality- assurance work experiences, had shown the same attitudes overall and each aspect. However, when considering in each aspect, the teachers that concern about management and communication and educational quality development, with the different experiences related quality assurance operation, it had shown an important statistical different result of .05. Finally, the result of qualitative data collection had shown that educational institution administrator and educational administrator teachers significantly pay attention toward quality assurance operation within education institutes. They all were sharing the same prosperity of development for non - formal and informal education within three southern Thai border provinces up to standard.

LEADERSHIP TRAITS OF ADMINISTRATORS OF MUNICIPALITY SCHOOL IN SONGKHLA PROVINCE Pornthip Salalee Thaksin University, Thailand Advisor : Assoc. Prof. Dr. Charas Atiwitthayaporn Degree and Program : Master of Education in Educational Administration Academic Year : 2014 This research aimed to 1) study the leadership traits of administrators of Municipality School in Songkhla Province 2) compare the leadership traits of administrators of Municipality School in Songkhla Province, by classify variables ,sex , certificate and the experience of work. 3) study the problem and the way to make the leadership traits of administrators of Municipality School in Songkhla Province. The study sample consisted of the teachers in Municipality School in Songkhla Province 269 people. Use the samplesize by compare with Krejcie and Morgan and by stratified random sampling classify from the experience of work , then use the method simple random sampling. The research instrument was a questionnaire taking the reliability 0.8622. The statistics were percentage, mean and standard deviation , t-test and F-test Findings indicated that: the leadership traits of administrators of Municipality School in Songkhla Province in overall and in each topic were at high level. Compare the leadership traits of administrators of Municipality School in Songkhla Province, by classify sex in overall wasn't different and in each topic the leadership traits of administrators with steadfast at the statistical significance level of .05. Classify certificate in overall wasn't different and the topic of the administrative at the statistical significance level of .01. The topic of working at the statistical significance level of .05. Classify the experience of work in overall wasn't different. The leadership traits of administrators with to love the organize at the statistical significance level of .05. The topic of the principal at the statistical significance level of .01 and the different basic at the statistical significance level of .01. The topic of good vision , principal to work, determination, plan, steadfast and administrative were not different.

ENHANCING CLASSROOM RESEARCH OF TEACHERS WORKING UNDER NARATHIWAT PRIMARY EDUCATIONAL SERVICE AREA OFFICE

2 Prasit Thongkham Thaksin University, Thailand Advisor : Assoc. Prof. Dr. Charas Atiwitthayaporn Degree and Program : Master of Education in Educational Administration Academic Year : 2014 The purposes of this research were to: 1) enhance classroom research of teachers, 2) compare enhancing classroom research of schools according to the variables of genders, work experiences, and school sizes, and 3) find suggestions on enhancing classroom research in schools. The samples of this study consisted of 327 teachers working under Narathiwat Primary Educational Service Area Office 2 in academic year 2014. The samples were selected by using the stratified random sampling technique according to the school sizes. A 5-rating scale questionnaire and an interview form served as research equipments. The data were analyzed with the help of percentage, arithmetic mean, standard deviation, t-test and F-test. The study results revealed that, in the overall view, enhancing classroom research of the teachers in schools under Narathiwat Primary Educational Service Area Office 2 was in the high level. The comparisons of enhancing classroom research of the teachers studied according to their genders, work experiences, and school sizes revealed that teachers with different genders viewed differently on enhancing classroom research in schools at the .05 level of statistic significance. While those with different experiences and school sizes did not showed different opinions on enhancing classroom research of the schools in studied area. Suggestions for enhancing classroom research were that: school administrators should pay real attention on classroom research, there should be precise school policies as well as educational development plans on classroom research, sufficient begets should also be allocated for school research, research and reference resources should be available, teachers who do classroom research should be equally and fairly given moral supports, classroom research sharing activities among teachers and schools should be arranged, and developing teachers" potentials in doing classroom research should also be stressed so that teachers could become active researchers. TAKING CARE AND HELPING STUDENT OPERATION SYSTEMS OF SCHOOLS UNDER NARATHIWAT PRIMARY EDUCATION AREA OFFICE Sakeenah Samao Thaksin University, Thailand Advisor : Assoc. Prof. Dr. Charas Atiwitthayaporn Degree and Program : Master of Education in Educational Administration Academic Year : 2014 This research was aimed at studying, comparing and collecting ways and suggestions on taking care and helping student operation systems of schools teachers under Narathiwat Primary Education Area Office 2 according to genders ages, educational qualifications, teaching experiences, and school sizes. The sample consisted of 327 homeroom teachers working in schools under Narathiwat Primary Education Area Office in academic year 2014 The research instruments were a 5-rating scaled questionnaire and an interview form. The data were analyzed by using percentage, mean, standard deviation, t-test, and F-test. The study results revealed as follows: 1 Taking care and helping student operation systems of the schools teachers in the foresaid area, in the overall views, was at the high level. 2 On the comparisons of taking care and helping student systems of homeroom teachers with different genders, ages, and educational qualifications, it was revealed that they were not different, both in the overall views and in each aspect. 3 The comparisons of the operation of taking care and helping student systems of homeroom teachers with different teaching experiences revealed that, in the overall views, they were not different. However, when considered in each aspect, it was found that it was significantly different at the .05 level of statistics on the aspect of student screening. The comparisons of homeroom teachers of schools with different sizes they were significantly different at the .001 level of statistics. With reference to ways and suggestions in developing the quality of student helping systems, in order that the process must be clear and continue smoothly, each organization concerned should take part in the operation in order that the student care taking and helping system could be run more effectively. ACADEMIC ADMINISTRATION OF SCHOOL ADMINISTRATORS UNDER NARATHIWAT

PRIMARY EDUCATIONAL SERVICE AREA OFFICE 3 Saranyoo Mamah Thaksin University, Thailand Advisor : Assoc. Prof. Dr. Charas Atiwitthayaporn Degree and Program : Master of Education in Educational Administration Academic Year : 2014 The objectives of this study were to compare the academic administration of school administrators as perceived under Narathiwat Primary Educational Service Area Office 3 and to elicit guidelines and recommendations for the academic administration on the administrators as perceived by the teachers who differed in gender, age, teaching experience and size of the school. The sample included 297 teachers under Narathiwat Primary Educational Service Area Office 3 in the 2014 academic year. The instrument consisted of a 5-level rating scale questionnaire and an interview schedule. The data were analyzed using such statistics percentage, arithmetic mean, standard deviation, a t-test and an F-test. The results of the study showed that: Overall and by individual aspects, the academic administration of school administrators as perceived under Narathiwat Primary Educational Service Area Office 3 was at the high level. A comparison of the academic administration of school administrators as perceived by the teachers who differ in their gender and age level showed no significant difference, overall and by individual aspects. 3) A comparison of the academic administration of school administrators as perceived by the teachers who differ in teaching experience and size of the school involved showed an overall .001 4) As for the guidelines and recommendations by the teachers, it was recommended that the school administrators should make ever side aware of and realize the important for more participation and should decentralize follow the knowledge and experience for teach and other person in school and Should provide continuous support and training for the personal school to enhance their knowledge by observe activities and change a place learns for propel and development for management the academic Administration. ACTUAL AND EXPECTED ATTRIBUTES OF FEMALE ADMINISTRATORS AS PERCEIVED BY TEACHERS UNDER THE OFFICE OF SECONDARY EDUCATIONAL SERVICE AREA 16 Theeraporn Samangsri Thaksin University, Thailand Advisor : Assoc. Prof. Dr. Charas Atiwitthayaporn Degree and Program : Master of Education in Educational Administration Academic Year : 2014 This research aimed to 1) study actual and expected attributes of female administrators under the Office of Secondary Educational Service Area 16, 2) compare the actual and expected attributes of female administrators based on the respondents' personal variables as gender, educational qualifications and work experience, and 3) elicit recommendations for further improvement of the actual and expected attributes of the female administrators. The sample included 313 teachers working under female administrators in the schools under the Office of Secondary Educational Service Area 16 in the 2014 academic year. Defined qualitative data were collected from 10 persons. The instruments were 1) a questionnaire, and 2) an interview form. The data were analyzed by a computer software package using such statistics as frequency, percentage, arithmetic mean, standard deviation, a t-test and an F test. The results of the study revealed the following. 1) The level of actual attributes of female administrators as perceived by the teachers under the Office of Secondary Educational School District 16 was at the „high“ level, overall and by individual aspects, with an exception of the leadership aspect which indicates the „moderate“ level. 2) Overall and by individual aspects, the level of attributes of female administrators as perceived by the teachers was at the „very high“ level. 3) A comparison of the actual and expected attributes of female administrators perceived by the teachers with differing personal variables reveals the following: 3.1) Overall and by individual aspects, the teachers who differ in their gender showed a .001 significant difference in their perception of the actual attributes of the female administrators. However, they showed no significant difference regarding the expected attributes of the female administrators. 3.2) Overall, the teachers who differ in their educational qualifications showed a .001 significant difference in their perceptions of the actual attributes of the

female administrators. However, overall and by individual aspects, they showed no significant difference in their perceptions regarding the administrators' expected attributes. 3.3) Overall, the teachers who differ in their work experience show no significant difference in their perceptions regarding the administrators' actual and expected attributes. 4) Overall and by individual aspects, the teachers showed a .001 significant difference in their perceptions of the actual and expected attributes of the female administrators, as hypothesized, where there exist higher levels of expected attributes than those of actual attributes in all aspects. 5) Interviews with both the teachers and the administrators suggest that female administrators should possess the following qualities: good personality, respectability, responsibility, selfless dedication to public, leadership, self-control, humanity, giving assignments to suit the abilities of the individual, vision and creativity.

COMPETENCY OF SCHOOL ADMINISTRATORS AS PERCEIVED BY TEACHERS UNDER SONGKHLA OFFICE OF PRIMARY EDUCATIONAL SERVICE AREA 3 Usman Wasari Thaksin University, Thailand Advisor : Assoc. Prof. Dr. Charas

Atiwithayaporn Degree and Program : Master of Education in Educational Administration Academic Year : 2014 The objectives of this study were to compare the competency of school administrators as perceived by teachers under Songkhla Office of Primary Educational Service Area 3 and to elicit guidelines and recommendations for the improvement of the competency of the administrators as perceived by the teachers who differed in gender, educational level, teaching experience and size of the school. The sample included 338 teachers under Songkhla Office of Primary Educational Service Area 3 in the 2014 academic year. The instrument consisted of a 5-level rating scale questionnaire and an interview schedule. The data were analyzed using such statistics percentage, arithmetic mean, standard deviation, a test and an F-test. The results of the study showed that: Overall and by individual aspects, the competency of school administrators as perceived by the teachers under Songkhla Office of Primary Educational Service Area 3 was at the high level. A comparison of the competency of school administrators as perceived by the teachers who differ in their gender and educational level showed no significant difference, overall and by individual aspects. 3) A comparison of the competency of school administrators as perceived by the teachers who differ in teaching experience and size of the school involved showed an overall .05 significant difference in their perception of the administrators' competency. By individual aspects, it is found that the teachers who differ in teaching experience showed a .1 significant difference in their perceptions regarding the administrators' competency in achievement motivation and provision of good service. 4) As for the guidelines and recommendations by the teachers, it was recommended that the school administrators allow the participation of all sectors of the organization and a focus on all aspects of competency. Furthermore, a task assignment to personnel should be performed equitably regardless of the age, gender and education level. ROLES OF ADMINISTRATORS IN SCHOOLS UNDER NARATHIWAT PRIMARY EDUCATIONAL SERVICE AREA OFFICE 1 Yamila Waenama Thaksin University, Thailand Advisor : Assoc. Prof. Dr. Charas Atiwithayaporn Degree and Program : Master of Education in Educational Administration Academic Year : 2013 The objectives of this research were to study the roles of administrators in schools under Narathiwat Primary Educational Service Area Office 1; compare their roles based on the variances of genders, educational qualifications, teaching experiences and school sizes; and study the problems concerning their roles. The samples consisted of 317 teachers working under Narathiwat Primary Educational Service Area Office 1. A 45-item rating scaled questionnaire with the reliable value of 0.91 served as a research instrument. The data were analyzed using percentage, arithmetic mean, standard deviation, t-test, F-test, one-way ANOVA, and LSD pairwise comparison. The study results revealed that: 1) in the overall view, the mean of the roles of administrators in schools under Narathiwat Primary Educational Service Area Office 1

was at the high level, 2) the comparisons of teachers' opinions on administrators' roles revealed that teachers with different genders and educational qualifications showed no differences, both in the overall view and in the individual aspect; likewise, teachers with different teaching experiences and school sizes did not viewed differently on the administrators' roles, both in the overall view and in the individual aspect, 3) suggestions on administrators' roles were that administrators should use public participation process for all sectors, pay attention to all aspects of their roles, and assign works to teachers without biases on ages, genders, or educational qualifications. THE STUDY OF FACTORS RELATING TO CHARACTERISTICS OF

MATHAYOMSUKSA 6 STUDENTS UNDER THE SECONDARY EDUCATIONAL SERVICE AREA OFFICE 16 Vairin

Payoungkiattikun Thaksin University, Thailand Advisor : Dr. Somjit Udom Degree and Program : Master of Education in Educational Administration Academic Year : 2014 The objectives of research were 1) to study factors relating to characteristics of Mathayomsuksa 6 students under the Secondary Educational Service Area Office 16 and 2) to compare factors relating to characteristics of Mathayomsuksa 6 students under the Secondary Educational Service Area Office 16 classified by genders and academic programs. The research instrument was the five - rating scale questionnaire consisting of fifty items. The reliability of the questionnaire was .8371. The sample was a group of 370 Mathayomsuksa 6 students in the schools under the Secondary Educational Service Area Office 16, which have been certified for the third round of assessment by Office of National Education Standards and Quality Assessment. The sample size was determined by using the Krejcie & Morgan Table and the simple random sampling method. The simple random sampling was applied for the same group. The data was statistically analyzed by percentage, mean, standard deviation, and t-test. The results showed that 1) Mathayomsuksa 6 students under the Secondary Education Service Area Office 16 realized that there were factors relating to characteristics of students both in general and as individual aspect at high level. 2) The result of comparison revealed that Mathayomsuksa 6 students under the Secondary Education Service Area Office 16 with difference in sex had different views toward factors relating to characteristics of students in general and in the aspect of attitudes towards studying with .05 statistically significant differences. 3) The students with difference in academic programs generally did not view factors affecting learning results differently. THE CLASSROOM ACTION RESEARCH PROMOTING FOR TEACHERS IN SURATTHANI PROVINCE UNDER THE SECONDARY EDUCATION SERVICE AREA OFFICE 11 Kotchapan Kongwattananon Thaksin University, Thailand Advisor : Dr. Somjit Udom Degree and Program : Master of Education in Educational Administration Academic Year : 2014 The purposes of research were 1) To study the classroom action research promoting for teachers in Suratthani province under the Secondary Education Service Area Office 11 2) To compare study the classroom action research promoting for teachers in Suratthani province under the Secondary Education Service Area Office 11 in compare with education background, work experience and size of school. The sample of the study consisted of 317 teachers under the Secondary Educational Service Area Office 11 in Academic Year 2014. Determining sample size for research activities by Krejcie and Morgan. The simple random sampling was applied for the same group. The research tool was questionnaires with the 5th levels rating scale and the reliability is 0.8858. The data was statistical analyzed by percentage, mean, standard deviation, t- test and F-test. The results revealed that: 1) The classroom action research promoting for teachers in Suratthani province under the Secondary Education Service Area Office 11 was high level in general and emphasis. 2) The opinions of teachers with the different education background were found that they were not different. 3) The opinions of teachers with the different work experience were significantly different at .05 level. 4) The opinions of teachers who teach at the different size of school were found that they were not different. TEAMWORK OF

TEACHERS IN THE PRIMARY SCHOOLS UNDER YALA PRIMARY EDUCATIONAL SERVICE AREA OFFICE 2 Karaked
 Sonsuriyawong Thaksin University, Thailand Advisor : Dr. Somjit Udom Degree and Program : Master of Education in
 Educational Administration Academic Year : 2014 The objectives of research were 1) to study teamwork of the primary
 teachers in the schools under Yala Primary Educational Service Area Office 2 and 2) to compare teamwork of the primary
 teachers in the schools under Yala Primary Educational Service Area Office 2 in compare with genders, educational
 backgrounds and working experiences. The sample of this study consisted of 310 teachers under Yala Primary Educational
 Service Area Office 2 in Academic Year 2014. The sample size was determined by using Krejcie and Morgan Table and the
 simple random sampling method. The research instrument was questionnaires the reliability of the questionnaire was .9727
 level. The data was statistically analyzed by percentage, mean, standard deviation, t - test and F - test. The results showed
 that : 1) teamwork of the teachers in the primary schools under Yala Primary Educational Service Area Office 2 was at high
 level in general and in each aspect. 2) The opinions of teachers with the different genders were not different level in overall
 3) the opinions of teachers with the different educational backgrounds were different level in overall but the aspect of clear
 sense of purpose informal climate and participation that were different significantly at .001 levels. 4) The opinions of
 teachers with the different working experiences were different level in overall that were different significantly at .05 levels. ,
 but the aspect of clear sense of purpose open communication and participate was different significantly at .05 levels. IN-
 SCHOOL SUPERVISION BY DIRECTOR UNDER SECONDARY EDUCATIONAL SERVICE AREA OFFICE 16 Kunanon Thongkrod
 Thaksin University, Thailand Advisor : Dr. Somjit Udom Degree and Program : Master of Education in Educational
 Administration Academic Year : 2014 The objectives of this research were to study and compare in-school supervision by
 director under Secondary Education Service Area Office 16 who differed in gender, work experience, size of school and
 educational level. The research instrument was a set of 5 rating-scale questionnaires which contained 55 questions. The
 reliability of a questionnaire was .8180. The sample was the 217 teachers under Secondary Education Service Area Office
 16, academic year 2014. The stratified random sampling by size of school. They were drawn usings the simple random
 sampling though drawing. The data were analyzed using such statistics as percentage, arithmetic means, standard
 deviation, t-test and one-way ANOVA. The results were as follows: Overall and by aspects, the teachers under Secondary
 Education Service Area Office 16 showed a high level of perceptions pertaining to the in-school supervision. The
 comparison result were as follows: Overall, the teachers of different work experience showed a .05 significant difference in
 their perceptions of the in-school supervision. Overall, the teachers in different genders, educational level and size of
 working school showed no significant difference in their perceptions of the in-school supervision by director under
 Secondary Education Service Area Office 16. THE LEADERSHIP OF THE SCHOOL ADMINISTRATORS IN
 MATTHAYOMSUKSA, SONGKHLA Jaree Chaiman Thaksin University, Thailand Advisor : Dr. Somjit Udom Degree and
 Program : Master of Education in Educational Administration Academic Year : 201 This research highlights on 1) study the
 leadership of the school administrators in Matthayomsuksa, Songkhla province; 2) compare those leaderships justified by
 gender, age, academic degree, job experiences and position. This research conducted the data from academic workers in
 Matthayomsuksa schools in Songkhla province total 335 people. This research used Krejcie and Morgan table for setting
 sample size of the research sample and followed by simple random sampling technique. The questionnaire used in this
 research has reliable value .9840. The results from analyzing data would be shown in percentage, mean, standard deviation,
 t-test, and f-test. The research found that 1) the leadership of the school administrators in Matthayomsuksa, Songkhla

province, overall is in high level; 2) education worker who had different gender has no significant different in terms of leadership perspective in the school administrator neither overall nor in each particular aspect; 3) education workers who has different gender has significant different in terms of leadership perspective in the school administrator overall at .001; 4) education workers who has different academic degree has no significant different in terms of leadership perspective in the school administrator neither overall nor in each particular aspect; 5) education workers who has different experiences has no significant different in terms of leadership perspective in the school administrator in overall; education workers who has different position has no significant different in terms of leadership perspective in the school administrator in overall.

STRATEGIC LEADERSHIP OF SCHOOL ADMINISTRATORS UNDER HAT YAI CITY MUNICIPALITY, SONGKHLA PROVINCE

Jidapa Intarasombat Thaksin University, Thailand Advisor : Dr. Somjit Udom Degree and Program : Master of Education in Educational Administration Academic Year : 2014 This research aimed to study strategic leadership of the school administrators under Hat Yai City Municipality, Songkhla Province and to compare the strategic leadership of the school administrators under Hat Yai City Municipality, Songkhla Province based on the respondent's gender, age, level of education and work experience. The sample for the study included 205 teachers under Hat Yai City Municipality; they were drawn according to Krejcie and Morgan's technique. The instrument used in the research was a questionnaire of 5-level Likert type rating scale with level of confidence. The statistics used in data analysis were percentage, arithmetic mean, standard deviation a t - test and an F - test. The results of the study reveal the following. Overall and by individual aspects, the teachers rate the strategic leadership of the school administrators under the Hat Yai City Municipality, Songkhla Province, to be at a „high" level. Overall and by individual aspects, the teachers who differ in their gender, age and educational level show no significant differences in their opinions on the strategic leadership of the school administrators under Hat Yai City Municipality, Songkhla Province. Similarly, overall, the teachers who differ in their work experience show no differences in their opinions on strategic leadership of the school administrators under Hat Yai City Municipality, Songkhla Province. By individual aspects, however, they show a .05 significant difference in their opinions on the aspect of support to effective organizational culture.

THE USING OF INFORMATION TECHNOLOGY MANAGEMENT FOR THE SMALL SCHOOLS IN THE OFFICE OF EDUCATION 2 ZONE OF SONGKHLA

Jadsadarat Prakobkit Thaksin University, Thailand Advisor : Dr. Somjit Udom Degree and Program : Master of Education in Educational Administration Academic Year : 2014 The purpose of this study were 1 to study the using of information technology management for the small schools in the office of education 2 zone of Songkhla. 2 To compare the using of information technology management for the small schools in the office of education 2 zone of Songkhla ; divided by sexes, work experiences and degrees of education. A sample was selected from 217 teachers in the small schools in the office of education 2 zone of Songkhla; specified a sample by comparing with Krejcie and Morgan Table and used simple Random Sampling. The instrument is Rating scale 5 levels. Data analyzed statistics are percentage , mean , standard deviation , t-test and F-test. The results of the study were as follow : 1 The using of information technology management for the small schools in the office of education 2 zone of Songkhla is in medium in both overall and specific. 2 Teachers who are different in sexes and degrees of education in the small schools in the office of education 2 zone of Songkhla have the same opinion in the using of information technology management for the small schools. 3 Teachers who are different in work experience in the small schools in the office of education 2 zone of Songkhla have the different opinions in the using of information technology management for the small schools at 0.5.

THE INTERNAL QUALITY ASSURANCE OF THE SPECIFIC DISABILITY SCHOOL UNDER THE BUREAU OF SPECIAL EDUCATION

Nattakrit

Kanchanathiwat Thaksin University, Thailand Advisor : Dr. Somjit Udom Degree and Program : Master of Education in Educational Administration Academic Year : 2014 The purposes of this research were 1 to study of the internal quality assurance of the specific disability school as perceived by the teacher under the Bureau of Special Education and 2 to compare of the internal quality assurance of the specific disability school as perceived by the teacher under the Bureau of Special Education in comparison with gender, education background and working experiences. The sample consisted of 278 teachers under the Bureau of Special Education. Determining sample size for research activities by Krejcie and Morgan. The simple random sampling was applied for the sample group. Instruments used were the 5-levels rating scale questionnaires. The data was analyzed by percent, mean, standard deviation, t-test and F-test. The study results revealed that: 1 the internal quality assurance of the specific disability school under the Bureau of Special Education was at high level in general and each aspect. 2 The opinions of teachers with the different gender were not different. 3) The opinions of teachers with the different education background and working experience were found significantly different at .05 level. THE CONDITION OF THE LEARNING ORGANIZATION OF THE EXPANDED EDUCATIONAL OPPORTUNITIES SCHOOL AS

PERCIEVED BY THE TEACHER UNDER SONGKHLA PRIMARY EDUCATIONAL SERVICE AREA OFFICE 1 Nichaphat Kanchanapan Thaksin University, Thailand Advisor : Dr. Somjit Udom Degree and Program : Master of Education in Educational Administration Academic Year : 2014 The objectives of research were 1) to study the learning organization of the expanded educational opportunities school as percieved by the teacher under Songkhla Primary Educational Service Area Office 1. 2) to compare the learning organization of the expanded educational opportunities school as percieved by the teacher under Songkhla Primary Educational Service Area Office 1 in compare with genders, ages, education and working experience. The sample consisted of 186 teachers in the expanded educational opportunities school as percieved by the teacher under Songkhla Primary Educational Service Area Office 1 in Academic Year 2014. Determining sample size by Krejcie and Morgan and simple random sampling. The research tool was questionnaires the reliability was .9840 level. The data was analyed by percentage, mean, standard deviation, t-test and F-test. The results showed that : 1) the condition of the learning organization of the expanded educational opportunities school as percieved by the teacher under Songkhla Primary Educational Service Area Office 1 was at high level in general and in each aspect. 2) The opinions of teachers with the different genders were different level in general and in each aspect of statistical significance at .001. 3) The opinions of teachers with the different ages were not different level in overall but the aspect of vision was different significantly at .01 level. 4) The opinions of teachers with the different education as percieved by the teacher were not different. 5) The opinions of teachers with the different working experience were not different level in overall but the aspect of vision was different significantly at .05 level. MORALE AND ENCOURAGEMENT IN WORKING OF GOVERNMENT TEACHERS UNDER PHATTHALUNG PRIMARY EDUCATIONAL SERVICE AREA OFFICE 2 Danupan Juncheed Thaksin University, Thailand Advisor : Dr. Somjit Udom Degree and Program : Master of Education in Educational Administration Academic Year : 2014 This study intended to study and compare the morale and encouragement in working of the government teachers under Phatthalung Primary Educational Service Area Office 2, which were divided as gender, age, educational background, work experience, and academic standing. The research instrument was a set of 5 rating-scale questionnaires which contained 38 questions. The reliability of a questionnaire was .9372. The sample was the 302 government teachers under Phatthalung Primary Educational Service Area Office 2, academic year 2014. They were drawn usings the simple random sampling though drawing. The statistics used in data analysis were standard deviation, One-way ANOVA. If it appeared a significant

difference, LSD method would be used for the test. The results were as follows : 1. The level of morale and encouragement of the government teachers under Phatthalung Primary Educational Service Area Office 2 was at high level as whole whereas the level in aspects of working condition and advancement were at moderate level. 2. The level of morale and encouragement in working of the government teachers of different genders and ages as overall had a statistically significant difference at .05 whereas its level of the government teachers of different educational background had a statistically significant difference at .01. There was no a significant difference in the government teachers having different working experiences but with a statistically significant difference at level of .001 among the ones with different academic standing. Besides considering each aspect the level of teachers in different working condition had a statistically significant difference at .01 whereas the levels of dvancement, division, interpersonal and welfare had a statistically significant difference at .05.

ORGANIZATIONAL CLIMATE OF SCHOOLS UNDER SONGKHLA PRIMARY EDUCATIONAL SERVICE AREA OFFICE 3

Tawee Somwang Thaksin University, Thailand Advisor : Dr. Somjit Udom Degree and Program : Master of Education in Educational Administration Academic Year : 2014 The objectives of this research were to study and compare organizational climate of schools under Songkhla Primary Educational Service Area Office 3 as perceived by teacher who differed in gender, age, educational level and size of school. The research instrument was a set of 5 rating-scale questionnaires which contained 51 questions. The reliability of a questionnaire was .8365. The sample was the 332 teachers in schools under Songkhla Primary Educational Service Area Office 3, academic year 2014. The stratified random sampling by size of school. They were drawn usings the simple random sampling though drawing. The data were analyzed using such statistics as percentage, arithmetic means, standard deviation, t-test and one-way ANOVA. The results were as follows: Overall and by individual aspects, the teachers in school under Songkhla Primary Educational Service Area Office 3 showed a high level of perceptions pertaining to the organizational climate of schools. Except in the aspect of disunity, obstacles, friendship showed a moderate level of perceptions. The comparison result were as follows: Overall, the teachers of different genders showed a .05 significant difference in their perceptions of the organizational climate of schools. Overall, the teachers in different ages, educational level and size of working school showed no significant difference in their perceptions of the organizational climate of schools under Songkhla Primary Educational Service Area Office 3.

PROFESSIONAL STANDARDS PERFORMANCE OF THE SCHOOL ADMINISTRATORS UNDER YALA PRIMARY EDUCATIONAL SERVICE AREA OFFICE

Nunchaya Suasing Thaksin University, Thailand Advisor : Dr. Somjit Udom Degree and Program : Master of Education in Educational Administration Academic Year : 2014 The objectives of this research were 1) to study the performance of school administrators according to professional criteria under Yala Primary Educational Service Area Office. 2) to compare the performance of school administrators according to professional criteria under Yala Primary Educational Service Area Office in compare with education, working experiences and size of schools. The sample consisted of 136 school administrators under Yala Primary Educational Service Area Office in Academic Year 2014. Determining sample size by using Krejcie and Morgan table, using Simple Random Sampling by drawing lots. The research tool was questionnaires, the reliability was .9613 level. The data was analyzed by percentage, mean, standard deviation, t-test and f-test. The results found that: 1) the performance of school administrators according to professional criteria under Yala Primary Educational Service Area Office was at high level in overall and in each aspect. 2) The opinions in the performance of school administrators according to professional criteria with the different education administrators were different level in overall and in each aspect of statistical significance at .05 level. 3) The opinions in the performance of school

administrators according to professional criteria with the different working experience administrators were not different level in overall and in each aspect. 4) The opinions in the performance of school administrators according to professional criteria with the different size of schools administrators were not different level in overall and in each aspect.

ADMINISTRATION OF HEALTH PROMOTING SCHOOLS UNDER OFFICE OF SONGKHLA PRIMARY EDUCATIONAL SERVICE

AREA 2 Prapasri Thongchoodum Thaksin University, Thailand Advisor : Dr. Suntaree Wannapairo Degree and Program :

Master of Education in Educational Administration Academic Year : 2014 This research aimed to study the teacher's opinion on administration of health promoting schools under Office of Songkhla Primary Educational Service Area 2 and to compare the teacher's opinion on the administration of the health promoting schools under Office of Songkhla Primary Educational Service Area 2 based gender, age and work experience. The sample consisted of 302 teachers working in the schools under Office of Songkhla Primary Educational Service Area 2 in the 2014 academic year. They were drawn for sample size by Krejcie and Morgan's technique. The instrument used in collecting data was a 5-level rating scale questionnaire with the .978 reliability. The data were analyzed by such statistics as percentage, arithmetic mean, standard deviation, a t-test, an F-test and LSD paired comparisons. The results of the study revealed that, as a whole and by individual aspects, teacher's opinion on the administration of the health promoting schools under Office of Songkhla Primary Educational Service Area 2 was at the high level. A comparison of teacher's opinions on the administration of the health promoting schools under Office of Songkhla Primary Educational Service Area 2 reveals the following : The teachers who differ in gender and age showed no significant differences in their overall opinions on the administration of the health promoting schools under Office of Songkhla Primary Educational Service Area 2. The teachers who differ in their work experience showed a .05 significant difference in their opinions on the administration of the health promoting schools under Office of Songkhla Primary Educational Service Area 2. SCHOOL-BASED MANAGEMENT BY SCHOOL

ADMINISTRATORS UNDER SONGKHLA PRIMARY EDUCATIONAL SERVICE AREA OFFICE 3 Parichat Choosuwan Thaksin

University, Thailand Advisor : Dr. Suntaree Wannapairo Degree and Program : Master of Education in Educational Administration Academic Year : 2014 This study aimed to 1) investigate the school - based management by school administrators under Songkhla Primary Educational Service Area Office 3, 2) to compare the opinions of the teachers on the school - based management by school administrators based on variables as work experience, size of the school and educational qualifications. The sample in the study consisted of 332 teachers working in the schools under Songkhla Primary Educational Service Area Office 3 in the 2014 academic year. The instrument was a 5 - level rating scale questionnaire with 60 question items. The data were analyzed by such statistics as percentage, arithmetic mean, standard deviation, a t - test and an F - test. The results of the study revealed the following. 1) Overall and by 6 individual aspects, the administrators' school - based management was at the „high“ level. 2) A comparison of the teachers' opinions on the school administrators' school - based management based on the work experience, size of school involved and educational qualifications showed that 1) overall and by individual aspects, the teachers who differ in their work experience and educational qualifications showed no significant difference in their opinions on the school administrators' school - based management ; 2) overall, the teachers who work in different sizes of the schools showed significant difference in their opinions on the school administrators' school - based management with .001 statistical significant difference.

TRANSFORMATIONAL LEADERSHIP OF ADMINISTRATORS IN THE SCHOOLS UNDER THE MUNICIPALITIES IN HATYAI

DISTRICT, SONGKHLA PROVINCE Peeraporn Boonsomporn Thaksin University, Thailand Advisor : Dr. Suntaree Wannapairo

Degree and Program : Master of Education in Educational Administration Academic Year : 2015 This independent study intended to investigate the opinion of the teacher on transformational leadership of the administrators in the schools under the municipalities in Hatyai District, Songkhla province based on the gender, age, level of education and work experience. The sample included 217 teachers in schools under the municipalities in Hatyai District, Songkhla Province in the 2014 academic year. They were drawn for sample size using Krejcie and Morgan's technique. The instrument was a 5-level rating scale questionnaire with the 0.929 reliability. The data were analyzed by such statistics as percentage, standard deviation, t-test and an F-test. The results of the study revealed that overall and by individual aspects, the opinion of the teacher on transformational leadership of the school administrator under the municipalities in Hatyai District, Songkhla Province, was at the high level. A comparison of the teacher's opinions on the transformational leadership of administrators under the municipalities in Hatyai District, Songkhla Province revealed the following. Overall and by individual aspects, the teachers who differ in gender showed a .05 significant difference in their opinions on the administrators' transformational leadership, with an exception of the intellectual stimulation aspect which showed a .01 significant difference. Overall and by individual aspects, the teachers who differ in their age, level of education and work experience showed no significant difference in their opinions on the transformational leadership of the administrators in the schools under the municipalities in Hatyai District, Songkhla Province.

THE ACADEMIC ADMINISTRATION OF THE SCHOOL ADMINISTRATORS UNDER THE SECONDARY EDUCATIONAL SERVICE AREA OFFICE 16 RattanaWadee Phongseng Thaksin University, Thailand Advisor : Dr. Suntaree Wannapairo Degree and Program : Master of Education in Educational Administration Academic Year : 2015 The purposes of this research were 1) to study of the academic administration of the school administrators as perceived by the teacher under the Secondary Educational Service Area Office 16 and 2) to compare of the academic administration of the school administrators as perceived by the teacher under the Secondary Educational Service Area Office 16 in comparison with ages, education background and working experiences. The sample consisted of 341 teachers under the Secondary Educational Service Area Office 16. Determining sample size for research activities by Krejcie and Morgan. The simple random sampling was applied for the sample group. Instruments used were the 5-levels rating scale questionnaires. The data was analyzed by percent, mean, standard deviation, t-test and F-test. The study results revealed that: 1) the academic administration of the school administrators under the Secondary Educational Service Area Office 16 was at high level in general and each aspect. 2) The opinions of teachers with the different ages were found significantly different at .05 level. 3) The opinions of teachers with the different education background and working experience were not different.

THE OPINION OF THE PARENT ON THE MANAGEMENT OF CHILD DEVELOPMENT CENTERS UNDER THE LOCAL ADMINISTRATIVE ORGANIZATIONS IN NATHAWEE DISTRICT, SONGKHLA PROVINCE Rumpai Srikong Thaksin University, Thailand Advisor : Dr. Suntaree Wannapairo Degree and Program : Master of Education in Educational Administration Academic Year : 2014 The objective of this research were to investigate the opinions of parents on the management of child development centers and to compare the opinions of parents on the management of child development centers under the local administrative organizations in Nathawee District, Songkhla Province based on the respondents' gender, age, education, occupation and income. The sample was 310 parents of the children at the child development centers; they were drawn using the simple random sampling through drawing lots. The instrument was a questionnaire with 2 parts: the first part involved general information of the respondents, whereas the second part consisted of question items probing the parents' opinions on the management of the child development centers. The questionnaire had .8103 reliability value. The

results of the study showed that, overall and by individual aspect, the opinion of the parent on the management of child development centers under the local administrative organizations in Nathawee District, Songkhla Province, was at „high“ level ($X = 3.6858$, $SD = .3254$). In terms of individual aspects, the parents show their opinions on the participation and support from the community, academic and curricular activities, personnel and management and on buildings, environment and safety, with the mean scores of 3.8255, 3.7061, 3.6087 and 3.5823, respectively. A comparison of parents' opinion on the management of the child development centers reveals the following. Overall, the parents who differ in gender showed a .05 significant differences in opinions, whereas those who differ in age, education, occupation and income showed no significant differences in opinions on the management of child development centers under the local administrative organizations in Nathawee District, Songkhla Province.

PERSONNEL MANAGEMENT IN SCHOOLS UNDER SONGKHLA PRIMARY EDUCATIONAL SERVICE AREA OFFICE 3 Likit Sani Thaksin University, Thailand Advisor : Dr. Suntaree Wannapairo Degree and Program : Master of Education in Educational Administration Academic Year : 2014 This research aimed to 1) study the personnel management in the school as perceived by the teacher under Primary Educational Service Area Office 3, 2) compare the teachers' opinions on the Personnel Management based on variables as work experience, size of the school involved and educational qualifications. The sample consisted of 332 teachers working in the schools under Songkhla Primary Educational Service Area Office 3 in the 2014 academic year. The instrument was a 5-level rating scale questionnaire with 40 question items. The data were analyzed by such statistics as percentage, arithmetic mean, standard deviation, a t-test and an F-test. The results showed that: 1) the administration of schools as a whole and by 5 individual aspects was at the „high“ level. 2) A comparison of the teachers' perception of personnel administration of the schools based on work experience, school size and educational qualifications revealed that teachers who differ in their work experience, school size and educational qualifications showed no differences in their opinions on the personnel administration of the schools under Songkhla Primary Educational Service Area Office 3, as a whole and by individual aspects.

DECISION OF PARENTS IN SENDING THEIR CHILDREN TO SAWATBORVORN SCHOOL, HATYAI DISTRICT, SONGKHLA PROVINCE Varaporn Noosang Thaksin University, Thailand Advisor : Dr. Suntaree Wannapairo Degree and Program : Master of Education in Educational Administration Academic Year : 2014 This study aimed to 1) examine the decision of parents in sending their children to Sawatborvorn School, Hatyai District, Songkhla Province 2) compare the decision of parents in sending their children to Sawatborvorn School, Hatyai District, Songkhla Province based on the parents' educational level, occupation and income. The sample consisted of 302 parents of students in Sawatborvorn School, Hatyai District, Songkhla Province in the 2014 academic year. They were drawn according to Krejcie and Morgan's sample size technique and simple random sampling method by drawing lots. The research instrument was a questionnaire and the data were analyzed using such statistics as percentage, arithmetic mean, standard deviation and an F test. The results showed that: 1) overall and by individual aspects, the level of the decision of parents in sending their children to Sawatborvorn School was at the high level. 2) the parents who differ in their educational level showed a 0.05 significant difference in their decision in sending their children to Sawatborvorn School. 3) the parents who differ in their occupation showed a 0.001 significant difference in their decision in sending their children to Sawatborvorn School. 4) the parents who differ in their income level showed a 0.001 significant difference in their decision in sending their children to Sawatborvorn School.

STUDENT CARING SYSTEM OPERATION OF SCHOOLS UNDER SONGKHLA PRIMARY EDUCATIONAL SERVICE AREA OFFICE 3 Wittawat Chansureewong Thaksin University, Thailand Advisor : Dr. Suntaree Wannapairo Degree and Program :

Master of Education in Educational Administration Academic Year : 2014 The objectives of this research were to study and compare the student caring system operation of schools under Songkhla Primary Educational Service Area Office 3 as perceived by teacher who differed in gender, work experience and size of school. The research instrument was a set of 5 rating-scale questionnaires which contained 37 questions. The reliability of a questionnaire was .8849. The sample was the 332 teachers in schools under Songkhla Primary Educational Service Area Office 3, academic year 2014. The data were analyzed using such statistics as percentage, arithmetic means, standard deviation, t-test and one-way ANOVA. The results were as follows: 1. Overall and by individual aspects, the teachers in school under Songkhla Primary Educational Service Area Office 3 showed a high level of perceptions pertaining to the student caring system operation of schools. Only the aspect of knowing individual student showed a moderate level. 2. Overall, the teachers of different gender in the schools showed .05 significant difference in their perceptions of the student caring system operation of schools. Overall, the teachers of different work experiences and size of working school showed no significant difference in their perceptions of the student caring system operation of schools under Songkhla Primary Educational Service Area Office 3. THE

COMPETENCIES OF SCHOOL ADMINISTRATORS UNDER THE SECONDARY EDUCATIONAL SERVICE AREA OFFICE 12

Suppakan Khwanlee Thaksin University, Thailand Advisor : Dr. Suntaree Wannapairo Degree and Program : Master of Education in Educational Administration Academic Year : 2014 The objective of this research is 1) to study the competencies of school administrators under the Secondary Educational Service Area Office 12. 2) to compare the competencies of school administrators under the Secondary Educational Service Area Office 12 in compare with genders, ages, educational background and experiences. The research instrument was a 5- rating - scale questionnaire total of issues Contained the value of confidence as follow .9668. The samples of this study comprise of 354 teachers under the Secondary Educational Service Area Office 12 in 2014. The statistic method used to analyze data ware percentage, mean, standard deviation ,t-test and One-way analysis of variance One-way ANOVA . The results revealed that: the competencies of school administrators under the Secondary Educational Service Area Office 12 according to the opinions of teachers under the Secondary Educational Service Area Office 12 both as whole and individual aspects was at a high level. The comparison the competencies of School Administrators under the Secondary Educational Service Area Office 12 according to the opinions of teachers under the Secondary Educational Service Area Office 12, who differences gender found that aspect was statically significant differences at the .05 level. When considering in individual aspect Self-development was statically significant differences at the .05 level. Teachers with educational level have different opinions on the competencies of School Administrators under the Secondary Educational Service Area Office 12 in the whole difference the level of statistically significance .05. When considering it was found that in individual aspect the self-development Different level of statistical significance .01. Teachers with age and experience was different found that all aspects were not different.

DECISION MAKING PROCESS OF SCHOOL ADMINISTRATORS UNDER SONGKHLA PRIMARY EDUCATIONAL SERVICE AREA OFFICE 3

Sujin Saengprasit Thaksin University, Thailand Advisor : Dr. Suntaree Wannapairo Degree and Program : Master of Education in Educational Administration Academic Year : 2014 The objectives of this research were to study and compare the decision making process of school administrators under Songkhla Primary Educational Service Area Office 3 as perceived by teacher who differed in educational level, work experience and size of the school. The data were collected by using the questionnaire. The sample consisted of 332 teachers working in the schools under Songkhla Primary Educational Service Area Office 3 during the first semester of the 2014 academic year. The stratified random sampling by size of the

school. They were drawn using the simple random sampling through drawing. The data were analyzed using such statistics as percentage, arithmetic means, standard deviation, One-way ANOVA and the least significant difference (LSD) test. The findings of the study revealed the following: Overall and by individual aspects, the teachers who work in the schools under Songkhla Primary Educational Service Area Office 3 showed a high level of perceptions pertaining to the school administrators' decision making process. Exception of the aspect of problem identification, where the teachers showed a moderate level of perceptions. A comparison of the teachers who differ in their personal variables revealed the following: Overall, the teachers who differ in educational level showed a .05 significant difference in their perceptions of the administrators' process of decision making. Overall, the teachers who differ in their work experience and who work in different sizes of schools showed no significant difference in their perceptions regarding the process of decision making by the school administrators under Songkhla Primary Educational Service Area Office 3.

PARENT'S PARTICIPATION IN SCHOOLS ADMINISTRATION UNDER YALA CITY MUNICIPALITY IN YALA PROVINCE Apirak Seangorpien Thaksin University, Thailand Advisor : Dr. Suntaree Wannapairo Degree and Program : Master of Education in Educational Administration Academic Year : 2014 The objectives of this research were to study and compare the parent's participation in schools administration under Yala City Municipality in Yala Province, who differed in gender, age, educational level and career. The research instrument was a set of 5 rating-scale questionnaires which contained 50 questions. The reliability of a questionnaire was .8711. The sample was the 357 parent's student in schools under Yala City Municipality in Yala Province, academic year 2014. They were drawn using the simple random sampling through drawing. The data were analyzed using such statistics as percentage, arithmetic means, standard deviation, t-test and one-way ANOVA. The results were as follows: Overall and by individual aspects, the parent's participation in schools administration under Yala City Municipality in Yala Province showed a moderate level. The comparison result were as follows: Overall, the parent's student of different age showed a .05 significant difference in their participation in schools administration. By parent's student between 25-35 years old with over 45 years old and between 25-35 years old with between 36-45 years old showed a .05 significant difference in their participation in schools administration. Overall, parent's student who different in their gender, education level and career showed no significant difference in their participation in schools administration under Yala City Municipality in Yala Province.

THE ADMINISTRATION OF GOOD GOVERNANCE PRINCIPLE OF SCHOOL ADMINISTRATORS UNDER SECONDARY EDUCATIONAL SERVICE AREA OFFICE 15 Apisit Benjamamas Thaksin University, Thailand Advisor : Dr. Suntaree Wannapairo Degree and Program : Master of Education in Educational Administration Academic Year : 2014 The objectives of this research were to study and compare the administration of good governance principle of school administrators under Secondary Educational Service Area Office 15 as perceived by teacher who differed in educational level, work experience and size of school. The research instrument was a set of 5 rating-scale questionnaires which contained 46 questions. The reliability of a questionnaire was .8371. The sample was the 315 teachers in schools under Secondary Educational Service Area Office 15, academic year 2014. The stratified random sampling by size of school. They were drawn using the simple random sampling through drawing. The data were analyzed using such statistics as percentage, arithmetic means, standard deviation, t-test and one-way ANOVA. The results were as follows: Overall and by individual aspects, the teachers in school under Secondary Educational Service Area Office 15 showed a high level of perceptions pertaining to the administration of good governance principle of school administrators. The comparison result were as follows: Overall and by morality, the teachers of different educational level showed a .05 significant difference in

their perceptions of the administration of good governance principle of school administrators. Overall, the teachers who different in their work experience and size of working school showed no significant difference in their perceptions of the administration of good governance principle of school administrators under Secondary Educational Service Area Office 15.

RELATIONSHIP BETWEEN THE ADMINISTRATORS' EXERCISE OF POWER AND THE PERFORMANCE MOTIVATION OF TEACHERS UNDER THE SECONDARY EDUCATIONAL SERVICE AREA OFFICE 15 Isman Sama Thaksin University, Thailand
 Advisor : Dr. Suntaree Wannapairo Degree and Program : Master of Education in Educational Administration Academic Year : 2014
 This research aimed to study the exercise of power by administrators under the Secondary Educational Service Office 15, to examine the performance motivation of the teachers under the Secondary Educational Service Area Office 15, and to determine the relationship between the administrators' exercise of power and the performance motivation of teachers under the Secondary Educational Service Area Office 15. The instrument used in the study was a 60-item, 5-level rating scale questionnaire with a reliability of .81196. The sample for the study consisted of 302 teachers working under the Secondary Educational Service Area Office 15 during the 2014 academic year. The data were analyzed using such statistics as arithmetic mean (\bar{X}), standard deviation (S.D.) and Pearson's Product Correlation Coefficient. The results of the study reveal the following: 1. Overall and by individual aspects, the exercise of power by the administrators under the Secondary Educational Service Area Office 15 is at the „high“ level. 2. Overall and by individual aspects, the performance motivation of the teachers under the Secondary Educational Service Area Office 15 is at the „high“ level. 3. Overall, the administrators' exercise of power is shown to be positively correlated with the performance motivation of the teachers under the Secondary Educational Service Area Office 15 at the .01 significant level.

TRANSFORMATIONAL LEADERSHIP OF SCHOOL ADMINISTRATORS UNDER THE ENRICHMENT SCIENCE CLASSROOM IN SCHOOL OF LOWER SOUTHERN REGION Bundit Junpood Thaksin University, Thailand
 Advisor : Assist. Prof. Dr. Rungchatchadaporn Vehachart Degree and Program : Master of Education in Educational Administration Academic Year : 2014
 This research aimed to study the transformational leadership level of school administrators according to the attitude of teachers in the schools under the Enrichment Science Classroom in the lower southern part and to compare the transformational leadership of school administrators. The sample of this research consisted of 327 teachers in the schools under the Enrichment Science Classroom in the lower southern part in the 2014 academic year classified by gender, teaching experience and educational background. Data were collected by using a questionnaire which consisted of 2 parts: Part 1 enquiring the respondents' personal data; and Part 2 asking questions concerning with transformational leadership. Data were analyzed by using percentage, mean, standard deviation, t-test and F-test. The results revealed that the attitude of the teachers in overall and identified aspects of the transformational leadership level of school administrators under the Enrichment Science Classroom were at high level. For the comparison of the transformational leadership of school administrators, it was found that the attitude of the teachers in overall aspects were not different, And found that the different genders of teachers officer having their attitudes in the transformational leadership of school administrators in the idealized influence aspect were different significantly at .05 levels.

THE RELATIONSHIP BETWEEN LEADERSHIP OF SCHOOL ADMINISTRATORS AND SATISFACTION ON WORK PERFORMANCES OF TEACHERS WORKING IN PRIVATE SCHOOLS UNDER SONGKHLA PRIMARY EDUCATIONAL SERVICE AREA OFFICE 1 Kanchana Pratumwon Thaksin University, Thailand
 Advisor : Assist. Prof. Dr. Rungchatchadaporn Vehachart Degree and Program : Master of Education in Educational Administration Academic Year : 2014
 The purposes of this research were threefold: a) to study leadership of school administrators based on the opinions of administrators and

teachers working in private schools under Songkhla Primary Educational Service Area Office 1, b) to study satisfaction on teachers' work performances based on the opinions of school administrators and teachers working in private schools in the studied area, and c) to study the relationship between leadership of school administrators and satisfaction on work performances of teachers based on the opinions of administrators and teachers working in the private schools under Songkhla Primary Educational Service Area Office 1. The sample group consisted of 226 administrators and teachers working in the private schools under Songkhla Primary Educational Service Area Office 1 in academic year 2014. The sample size was calculated by using Krejcie and Morgan's sampling size table. The research equipment was a 5-rating scaled questionnaire with the reliability value of 0.963. The data were analyzed using percentage, arithmetic mean, standard deviation, and Pearson's product-moment correlation coefficient. The study results revealed that leadership of school administrators based on the opinion of administrators and teachers working in private schools under Songkhla Primary Educational Service Area Office 1, in the overall view, was in the high level. Satisfaction on work performances of teachers based on the opinions of school administrators and teachers working in the private schools in the studied area, in the overall view, was also in the high level. The relationship between leadership of school administrators and satisfaction on work performances of teachers based on the opinions of administrators and teachers working in private schools in the mentioned area, in the overall view, was positively related at the .01 level of statistic significance.

STUDYING ABOUT PERFORMANCE MORALE OF TEACHERS TOWN MUNICIPALITY SCHOOL IN NARATHIWAS PROVINCE Kusamarn Kulong Thaksin University, Thailand Advisor : Assist. Prof. Dr. Rungchatchadaporn Vehachart Degree and Program : Master of Education in Educational Administration Academic Year : 2014 The objectives of this research to study about performance morale of teachers town municipality school in Narathiwat Province . According to the opinion of teachers we divided variables as gender , salary experience in their working using the stratified sampling technique 201 respondents from teachers town municipality narathiwat and the teachers town municipality sungai kolok in narathiwat province. Served as sample for the study the instrument used in the study was a set of questionnaire. The questionnaire consist of 2 parts . part 1 was a check list of Status of teachers and part 2 was a check list of performance morale of teachers town municipality school statistical analysis were Frequency , Percentage , Mean , S.D. , t – test , F-test. The results showed that the performance morale of teachers town municipality school in Narathiwat Province overall the level of performance morale of teachers town municipality school in Narathiwat province is high. A comparison of performance morale of teachers town municipality school in Narathiwat Province reveals the following. The respondents who differ in their gender and their salary showed difference . We found in overall and specifically showed no difference . In the cause that teachers who had difference experience in their working found in overall and specifically showed no difference. When we considered in specially found emotional and relationship with others had significant difference in statistic at level 0.5 and in the Welfare of agency had significant difference in statistic at level 0.1

EDUCATIONAL PROVISION OPERATION OF CHILD DEVELOPMENT CENTERS UNDER SINGHANAKORN DISTRICT MUNICIPALITY SONGKHLA PROVINCE Jakrawut Leenud Thaksin University, Thailand Advisor : Assist. Prof. Dr. Rungchatchadaporn Vehachart Degree and Program : Master of Education in Educational Administration Academic Year : 2014 This research aimed to study the educational provision operation of the child development centers of Singhanakorn municipality, Songkhla province by parents' perspectives. The variables included gender, age, educational level, occupation, and development centers which children study in Singhanakorn municipality. The samples were 917 parents of child development centers including Muang Singhanakorn municipality, Muang Ngam

municipality, and Cha Lae municipality in the academic year 2014. The instrument used was a questionnaire consisting of 2 parts; the first part was personal information of respondents, and the second part was the educational provision operation of the child development centers. The statistics used were frequency, percentage, mean, standard deviation (S.D.), t-test and F-test. The result was found that the educational provision operation of the child development centers of Singhanakorn municipality, Songkhla province, by parents' perspectives, as a whole and each aspect was at high level. In case of comparing the parents' perspectives to the educational provision operation of the child development centers of Singhanakorn municipality, Songkhla province, showed that the parents in different genders, ages, educational levels, and occupations, as a whole were not different. The parents' child studying in different of each child development center, as a whole, there was a statically significant difference at the .001 level.

THE RELATIONSHIP BETWEEN THE ADMINISTRATIVE BEHAVIORS AND PERFORMANCE OF THE STANDARDS IN CHILD DEVELOPMENT CENTER OF LOCAL ADMINISTRATION ORGANIZATION IN SATHINGPHRA PENINSULA, SONGKHLA PROVINCE

Nattawan Jantaramanee Thaksin University, Thailand Advisor : Assist. Prof. Dr. Rungchatchadaporn Vehachart Degree and Program : Master of Education in Educational Administration Academic Year : 2015 The objective of this research were to Find Administration behaviors of head of Child Development Center of local administration organization in Sathingphra Peninsula. Performance of the standard in Child Development Center of local administration organization in Sathingphra Peninsula. And the relationship between the administrative behaviors and performance of the standard in Child Development Center of local administration organization in Sathingphra Peninsula Songkhla Province. The sample were 56 child center of local amination organization in Sathingphra Peninsula Songkhla Province. and the respondent child development center committee and care give totaling 112 the respondents. The research instrument was a questionnaires regarding administrative behaviors based on Likert Theory and standard in Child Development Center of Local Administration Organization, which had the reliability of Peninsula. And 0.94. The statistics used in data analysis were mean, standard deviation and Pearson's product moment correlation coefficient. The result showed that .

1. The administrative behaviors of head of Child Development Center of local administration organization in Sathingphra Peninsula Songkhla Province, as whole and individual, was at a high level.
2. Performance of the standard in Child Development Center of local administration organization in Sathingphra Songkhla Province, as whole and as individual, was at high level.
3. There was a relationship between the administrative behaviors and performance of standard in Child Development Center of local administration organization in Sathingphra Songkhla Province were correlate high level which a positive way at .01 level of significance.

THE RELATIONSHIP BETWEEN ACADEMIC ADMINISTRATION AND EFFECTIVENESS OF THE SCHOOLS UNDER HATYAI METROPOLITAN UNITED CAMPUS GROUP IN SONGKHLA PROVINCE

Tanrada Neti Thaksin University, Thailand Advisor : Assist. Prof. Dr. Rungchatchadaporn Vehachart Degree and Program : Master of Education in Educational Administration Academic Year : 2014 The purposes of this research were to study the relationship between academic administration and school effectiveness under Hatyai Metropolitan United Campus Group in Songkhla Province The sample consisted of 288 administrators and teachers in the schools under Hatyai Metropolitan United Campus Group. A set of five-rating- Likert-scale questionnaire was used to collect the data. The statistical used were mean, standard deviation and Pearson's product – moment correlation coefficient. The findings of the research were as follows: The academic administration of the schools under Hatyai Metropolitan United Campus Group in Songkhla Province was rated at high level, except the support for persons, families, and organization, work unit and other educational institution was rated at moderate level. The effectiveness of the schools under Hatyai

Metropolitan United Campus Group in Songkhla Province was rated at high level. The relationship between academic administration and effectiveness of schools under Hatyai Metropolitan United Campus Group in Songkhla Province was positive with statistically significant difference at the level of .01. THE RELATIONSHIPS BETWEEN LEADERSHIP OF SCHOOL ADMINISTRATORS AND MORALE OF TEACHERS IN PATTANI PRIMARY EDUCATIONAL SERVICE AREA 1 Thunwa Promsook Thaksin University, Thailand Advisor : Assist. Prof. Dr. Rungchatchadaporn Vehachart Degree and Program : Master of Education in Educational Administration Academic Year : 2014 This research aims to study the leadership level of school administrators, the morale level of teachers and the relationship between the school administrators' relationship and the teachers' morale in Pattani Primary Educational Service Area 1. The sample consisted of 314 teachers under Pattani Primary Educational Service Area 1 were selected by a random sampling method. The questionnaire used to collect data was divided into three parts, 1) the personal information of the sample, 2) the leadership of school administrators, and 3) the morale of teachers. Statistics employed in data analysis were percentage, mean, standard deviation, and Pearson product moment correlation. Research findings showed that : 1. The leadership of school administrators was found at high level. 2. The morale of teachers was at high level. 3. The school administrators' leadership was positively correlated with the teachers' morale with a statistical significance level of .01. . PROBLEMS AND WAYS TO SOLVE THOSE CONCERNING INTERNSHIPS OF PHARMACY STUDENTS, PRINCE OF SONGKLA UNIVERSITY Naruemon Kuniart Thaksin University, Thailand Advisor : Assist. Prof. Dr. Rungchatchadaporn Vehachart Degree and Program : Master of Education in Educational Administration Academic Year : 2014 This research was aimed to study and compare problems related to the internships of pharmacy students according to genders, types of hospitals and drug stores where they worked as trainees. The study also focused on ways to solve the problems arose during their internships. The sample group consisted of 120 pharmacy students who already had internship experiences. A three-part questionnaire was used as a research instrument. Part 1 asked respondents" general information while Part 2 requested the respondents" problems during internship and Part 3 was an open-ended questionnaire which the respondents gave suggestions on ways to solve the problems. The statistics used for analyzing the data consisted of percentage, mean, standard deviation, and two-way ANOVA (F-test). The study results revealed that, in the overall views and in each aspect, the problems arose during the internships were at the low level except for the aspect of students" readiness before internships which was at the average level. Comparisons of the problems arose from the internships of pharmacy students, in the overall views, were not different. When considered in each aspect, however, it was found that students with different genders and with different types of hospitals had significantly different readiness before the internships at the .05 level of statistics. Likewise, students working as trainees at different types of hospitals and with different qualifications of chaperone pharmacists experienced differently at the .05 level of statistics. Concerning ways to solve problems related to the internships of pharmacy students, the students made the following suggestions: 1) on the readiness of students before the internships, the Faculty of Pharmacy should prepare them with knowledge and basic occupational skills acquired for the internships, 2) on the aspect of internship places, the faculty should be well cooperated with the internship places in terms of residents for students and have a list of the work places and telephone number ready for the students prior the internships, 3) on the work process of the Internship Section of the Faculty of Pharmacy, they should be well cooperated with the Educational Cooperation Center of the faculty as well as the Office of Public Health in making lists of hospitals and drug stores qualified as internship places, and 4) on the aspect of qualifications of chaperone pharmacists, the Faculty of Pharmacy should provide them with clear guidelines as well

schedules and length of the internship periods. COOPERATIVE DEVELOPMENT SUPERVISION OF SCHOOL ADMINISTRATORS, SONGKHLA PRIMARY EDUCATION SERVICE AREA OFFICE 3 Bunnam Meenyala Thaksin University, Thailand Advisor : Assist. Prof. Dr. Rungchatchadaporn Vehachart Degree and Program : Master of Education in Educational Administration Academic Year : 2014 The purpose of this independent research was to study the cooperative development supervision of school administrators and compare the cooperative development supervision of school administrators Songkhla Primary Education Service Area Office 3, classified by 3 variables: gender, educational level and working experience. The samples were 210 teachers in Thepa district Songkhla Primary Education Service Area Office 3. The data were collected by questionnaires with 2 sections: 1. The overview of respondents, 2. Questions for the cooperative development supervision. The statistics used in data analysis were percentage, mean, standard deviation as well as t-test value and F-test. The results showed that, for overview, the cooperative development supervision of school administrators Songkhla Primary Education Service Area Office 3 was in a high level. when, comparing the cooperative development supervision of school administrators by gender, educational level and working experience it was found the there was no difference of the teacher" perspective towards the cooperative development supervision. MANAGEMENT OF CHILD DEVELOPMENT CENTERS BASED ON CHILD DEVELOPMENT STANDARD ISSUED BY LOCAL ADMINISTRATION OFFICE, RANOT DISTRICT, SONGKHLA PROVINCE Preeda Kerdsuwan Thaksin University, Thailand Advisor : Assist. Prof. Dr. Rungchatchadaporn Vehachart Degree and Program : Master of Education in Educational Administration Academic Year : 2014 The objectives of this research were to study the management of child development centers based on the child development standard issued by Local Administration Office, Ranot district, Songkhla province, and to compare opinions the administrative committee of the child development centers and teachers concerning the administration of child development centers based on the child development standard as issued by the pre-mentioned office. The study was focused on the samples"positions, educational qualifications, and work experiences. The sample consisted of 226 persons who were administrative committee of the child development centers and teachers working under the Local Administration Office, Ranot district, Songkhla province. The sample size was calculated by using Krejcie and Morgan"s table. Data were collected by using a 5-rating scaled questionnaire with the reliability value of 0.93 The instruments used for analyzing the data consisted of percentage, mean, standard deviation, t-test and F-test for evaluation of the means. The study results revealed that, in the overall, opinions of the sample groups were at the average level. The samples with different positions did not have different opinion on the administration of child development centers based on the administration of child development center standard. The samples with different educational qualifications had Opinion differently on the administration of child development centers at the .05 level of statistical significance. In addition, the samples with different work experiences had significantly different opinions towards the administration of the child development centers at the .001 level of statistics. ADMINISTRATION BY USING FOUR SUBLIME STATES OF MIND OF SCHOOL MANAGERBELONGS TO OFFICE OF HIGH SCHOOL EDUCATION IN PHATTHALUNGPROVINCE Reungsak Kru-on Thaksin University, Thailand Advisor : Assist. Prof. Dr. Rungchatchadaporn Vehachart Degree and Program : Master of Education in Educational Administration Academic Year : 2014 This research has objective to study administration by using Four sublime states of mind of school manager of Office of High School Education in Phatthalung Province and compare administration by using Four sublime states of mind of school manager classified by gender, position, and experience. A sample was selected from school manager and teacher of Office of High School Education in Phatthalung Province in 2014. The amount of sample are 317

people. We get information by using simple random sampling method along the position factor. The tool that we used as questionnaire divide into two parts. The first part is questionnaire about general information and status of the person who did. The second part is questionnaire about administration by using Four sublime states of mind of school manager of Office of High School Education in Phatthalung Province. Reliability is 0.81 The result showed that there are female samples 61.51 percent, male samples 38.49 percent, teacher 91.80 percent, school manager 8.20 percent, people who have work less than 5 years 82.02 percent, people who have work between 5 to 10 years 15.14 percent and people who have work more than 10 years 2.84 percent. The result found that using Four sublime states of mind of school manager belong to Office of High School Education in Phatthalung Province was in high level. We can order it from high to low like this; loving-kindness, compassion, equanimity and sympathetic joy. The result of comparing administration by using Four sublime states of mind of school manager belongs to Office of High School Education in Phatthalung Province, Divided by sex found that women was got into sympathetic joy and equanimity more than men, In loving-kindness and compassion were equal. Dividing by position found that school manager and teacher were equal. And dividing by experience found that there is no difference in idea among the people.

GUIDANCE MANAGEMENT OF SCHOOL ADMINISTRATORS WORKING UNDER SECONDARY EDUCATIONAL SERVICE AREA OFFICE 16 Wilawan Srisang Thaksin University, Thailand Advisor : Assist. Prof. Dr. Rungchatchadaporn Vehachart Degree and Program : Master of Education in Educational Administration Academic Year : 2014 This research was aimed at guidance management of school administrators working under secondary educational service area office 16. The population was 140 school administrators in the foresaid office. The sample consisted of 103 administrators calculated by using Krejcie and Morgan's table and was selected by using the simple random sampling technique. Data were collected by using a questionnaire which consisted of 2 parts: Part 1 enquiring the respondents' personal data; and Part 2 asking questions concerning with guidance management of School. Data were analyzed by using percentage, mean, standard deviation, t-test and F-test. The study results revealed that the levels of guidance management of school administrators, in the overall views and in each aspect, were at the average level. When guidance management of the school administrators was compared according to genders and work experiences, it was found that the administrator with different genders, in the overall views and in each aspect did not show differences in guidance management. However, the administrator with different work experiences, in the overall views, performed differently in guidance management at the .01 level of statistical significance. When considered in each aspect, it was found that giving advices were significantly different at the .001 level of statistics while collecting individual student's data, information technology service, personnel management in terms of placement service, and following up were significantly different at the .01 level of statistics. Furthermore, the administrator with different genders and with different work experiences had significantly different in the overall views, performed differently in guidance management at the .001 level of statistics. When considered in each aspect with different genders and with different work experiences as school administrators, it was found that the aspect of collecting individual student's data, information technology service, giving advices, personnel management in terms of placement service, and following up were significantly different at the .001 level of statistics.

MANAGEMENT OF LEARNER'S DEVELOPMENT ACTIVITIES IN SCHOOL, HATYAI METROPOLITAN UNITED CAMPUS GROUP, SONGKHLA PROVINCE Werachat Sojeryya Thaksin University, Thailand Advisor : Assist. Prof. Dr. Rungchatchadaporn Vehachart Degree and Program : Master of Education in Educational Administration Academic Year : 2014 The purpose of this research were to study the level of management of learner's development activities in school and compare teacher's opinion about

management of learner's development activities of school. Teacher have been classified according to gender, age, and working experience. Of 1,131 teachers in school in Hatyai metropolitan united campus group, Songkhla Province, the sample size was determined according to Krejcie and Morgan table, 287 teachers were randomly chosen for the research. Questionnaires were used followed Likert-rating scale. Statistical analysis including percentage, mean, SD, t-test and F-test were applied. The findings revealed that the overall teacher's opinion toward management of learner's development activities in school was at a very good level. By comparing the level of management of learner's development activities in school by teachers in different ages, found that the teacher opinion was not different. And by comparing the level of management of learner's development activities of school by teachers with different gender and working experience, found that there was statistical different significance of .01.

THE HEALTH PROMOTING SCHOOL ADMINISTRATION OF BASIC SCHOOL IN PHATTHALUNG PRIMARY EDUCATIONAL SERVICE AREA OFFICE 1 Sasithorn Nuanchan Thaksin University, Thailand Advisor : Assist. Prof. Dr. Rungchatchadaporn Vehachart Degree and Program : Master of Education in Educational Administration Academic Year : 2014 The objectives of independent study were studying and comparing the health promoting school administration of basic school in Phatthalung Primary Educational Service Area Office 1 classified to post, experience and school size. The sample consists of 141 administrator and teachers in Phatthalung Primary Educational Service Area Office 1. The research instrument was a questionnaire. The statistics used for analyzing the data were percentage, mean, standard deviation, t-test and f-test. The results of the research revealed that the health promoting school administration of basic school in general was found at a high level and the comparative the school health promoting administration of basic school as perceived by the administrator and teacher who had different post, working experience and school size it was found that it had no different.

STUDY THE ACADEMIC ADMINISTRATION OF THE ADMINISTRATORS UNDER THE PHATTHALUNG MANAGEMENT Smit Kueaklang Thaksin University, Thailand Advisor : Assoc Prof Dr Niran Chullasap Degree and Program : Master of Education in Educational Administration Academic Year : 2014 The Purposes of This research is to Study the Academic Administration of the school administrators under the Phatthalung Municipality Management The research has two phases. Phase 1 In order to Know the Academic Admonition of the schools under the Phatthalung Municipality Management The researcher tapped 144 teachers from School under Phatthalung Municipality through Simple Random Sampling Model It used a 5 Point Rating Scale Questionnaire with Reliability 0.88 - 0.89 The result of the data were gathered and analyzed through Percentage, Weighted, Mean and Standard Deviation Phase 2 To devise guidelines for Academic Administration development the researcher interviewed 3 specialists in academic Administration The data were analyzed though Content Analysis The results of the study Academic Administration of the Administrators under the phatthalung Management divided into two level. The encouraging academic for community is high level. The curriculum development is low level. The results of the comparison Study the Academic Administration of the administrators under the Phatthalung Management revealed that the teacher status had different opinion as gender, education background and school size from high to low are the curriculum development, the learning development, transfer grade, the internal quality assurance and education standard, the media and technology development, the encouraging and development learning center, the research to improve the education quality and the encouraging academic for community.

NEEDS FOR SELF-DEVELOPMENT OF SCHOOL ADMINISTRATORS WORKING UNDER SECONDARY EDUCATIONAL SERVICE AREA OFFICE 16 Sitthisak Srisang Thaksin University, Thailand Advisor : Assoc. Prof. Dr. Niran Junlasub Degree and Program : Master of Education in Educational Administration Academic Year : 2014 This research were aimed at studying

needs for self-development and comparing the needs for self - development of school administrators working under Secondary Educational Service Area Office 16. The population was 140 school administrators in the foresaid office. The sample consisted of 103 administrators calculated by using Krejcie and Morgan's table and was selected by using the simple random sampling technique. Data were collected by using a questionnaire which consisted of 2 parts: Part 1 enquiring the respondents' personal data; and Part 2 asking questions concerning with needs for self- development of school administrators working. Data were analyzed by using percentage, mean, standard deviation, t-test and F-test. The study results revealed that, in the overall views, the needs for self- development of school administrators were in the high level. When considered in each aspect, it was found that the needs for further studies in educational institutions and training were at the high level while self-study fell at the average level. When comparing the needs for self-development of the school administrators according to their genders and work experiences, it was found that, in the overall views and in each aspect, administrators of different genders did not show differences in this aspect. The administrator with different work experiences, in the overall views, however, had different needs for self-development at the .001 level of statistical significance. When considered in each aspect, it was revealed that further studies in educational institutions, trainings and self-study were significantly different at the .001 level of statistics. Furthermore, the administrator

RELATION BETWEEN TEACHER'S JOB MOTIVATION AND EFFECTIVENESS OF THE SCHOOL UNDER SONG THALAE JOINT CAMPUS AREA IN SONGKHLA PROVINCE Sukanya Khunthon Thaksin University, Thailand Advisor : Assoc. Prof. Dr. Niran Chullasap Degree and Program : Master of Education in Educational Administration Academic Year : 2015 The purposes of this research were to study the Relation between Teacher's job Motivation and Effectiveness of the School under Song Thalae Joint Campus Area in Songkhla Province. The sample consisted of 269 teachers in the schools under Song Thalae Joint Campus Area. The findings of the research were as follows: 1. The Teacher's job Motivation of the schools under Song Thalae Joint Campus Area in Songkhla Province was rated at moderate level. 2. The effectiveness of the schools under Song Thalae Joint Campus in Songkhla Province was rated at moderate level. 3. Relation between teacher's job motivation and effectiveness of schools under Song Thalae Joint Campus Area in Songkhla Province was positive with statistically significant difference at the level of .01.

THE INTERNAL SUPERVISION OF THE SCHOOLS UNDER KRABI PRIMARY EDUCATIONAL SERVICE AREA OFFICE Suchet Natejarussang Thaksin University, Thailand Advisor : Assoc. Prof. Dr. Niran Chullasap Degree and Program : Master of Education in Educational Administration Academic Year : 2014 The objectives of this study were to study and compare the internal supervision of the schools under Krabi Primary Educational Service Area Office. 332 The sample was teachers under Krabi Primary Educational Service Area Office. The Questionare which used to collet data was divided into two parts, firstly, it was about the status of the sample, secondly, it was about internal supervision. Percentage, standard deviation, t-test and f-test were used to analyze the data. The results showed that the internal supervision was rated to high level. Inoverall, sex and experience of techers did not affect the attitude about the internal supervision. Nevertheless, school size affected to internal supervision, statistically significant at the level of .001. .

PERFORMANCE MORALE OF TEACHERS WORKING UNDER THE SONGKHLA PRIMARY EDUCATIONAL SERVICE AREA OFFICE 3 Sutticha Permboon Thaksin University, Thailand Advisor : Assist. Prof. Dr. Rungchatchadaporn Vehachart Degree and Program : Master of Education in Educational Administration Academic Year : 2014 The objectives of this research were to study the level of performance morale , to compare the performance morale based on the teacher variables of gender, age, marital status, experience and monthly income and to enlist suggestions and recommendations for further

improvement of Performance Morale of Teachers Working under Songkhla Primary Educational Service Area Office 3. Using the stratified sampling technique, 339 respondents from Songkhla Primary Educational Service Area Office 3 served as the sample for the study. The instrument used in the study was a questionnaire developed based on Herzberg's Two-Factor Theory: motivational and hygiene factors. The questionnaire consisted of 3 parts. Part 1 was a check list of general information of the respondents. The second part dealt with identifying level of performance morale of the respondents, whereas the third part included open-ended question about recommendation for further improvement of performance morale of the teacher. The outcome of the study revealed the following. The level of Performance Morale of Teachers Working under Songkhla Primary Educational Service Area Office 3 is great. By individual aspects, it is found that the teacher's levels of performance morale of the following aspects are high: opportunity for success, opportunity for acceptance, responsibility, working relationship with superiors, relationship with under controller, care and command organizational policy, administration and working conditions. The teachers show a moderate level of performance morale for advancement, salary and growth. A comparison of Performance Morale of Teachers Working under Songkhla Primary Educational Service Area Office 3 reveals the following. The respondents who differ in their gender show at the scale .05 differences in their level of performance morale. The respondents who differ in their age, marital status, original domicile, position, length of experience and income show at .001 significant difference in the level of performance morale. The respondents whose differ in their marital status show no differences and the respondents who differ in their experience show at the scale .001 significant difference in level of performance morale. Furthermore, the respondents who differ in their monthly income show at the scale .001 difference in their level of performance morale.

THE MULTICULTURAL LEADERSHIP OF THE ADMINISTRATORS IN SONGKHLA PRIMARY EDUCATION SERVICE AREA OFFICE 3

Sutat Jantarad Thaksin University, Thailand Advisor : Assist. Prof. Dr. Amonwan Wirathammo Degree and Program : Master of Education in Educational Administration Academic Year : 2014

The purposes of this research were: 1) to study multicultural leadership of education institution administrators 2) to compare multicultural leadership of education institution with as perceived by the teachers according to variables; gender, experience of teaching, and school's size. The population consisted of 787 teachers in 50 multicultural leadership schools teaching in 2014 academic year under Songkhla Primary Education Service Area Office 3 . The sample size was 260 teachers by using Krejcie and Morgan table. The research instrument was a questionnaire consisting of two parts; the status of the sample, and a 72-items questionnaire using five-point Likert scale. The validity of the questionnaire was at .976 level. The statistics used to analyze the data were percentage, average, standard deviation, t-test, F-test, and Alpha coefficient. The results of the research were found that: Multicultural leadership of education institution administrators, as a whole and in each aspect, was at a high level. The attitude of teachers with different gender in multicultural leadership, as a whole and in each aspect was not different, except the policy, the significant difference was at a level .05. Teachers with different experience had attitude about multicultural leadership, as a whole and in each aspect was not different. The teachers teaching in different school's sizes had attitude about multicultural leadership, as a whole and in each aspect, there was a significant difference at a level .001, except media and material and teaching technique, there was a different significance at a level .01. And there was a significant difference at a level .05 in attitude, faith and behavior.

THE BEHAVIOR OF HUMAN RELATION OF ADMINISTRATORS IN PHATTHALUNG PRIMARY EDUCATIONAL SERVICE AREA OFFICE 1

Supondech Makchoo Thaksin University, Thailand Advisor : Assist. Prof. Dr. Amolwan Werathammo Degree and Program : Master of Education in Educational Administration Academic Year : 2014

The objectives of this research were studying and comparing the behavior of human relation of administrators as perceived by the teacher in Phatthalung Primary Educational Service Area Office 1 classified to gender, experience and education background. The sample consists of 294 teachers in Phatthalung Primary Educational Service Area Office 1. The research instrument was a questionnaire. The statistics used for analyzing the data were percentage, mean, standard deviation, t-test and f-test. The results of the research revealed that the behavior of human relation of administrators in general was found at a high level and the comparative the behavior of human relation of administrators as perceived by the teacher who had different gender and working experience, it was found that it had no different. And the teacher who had different education background had different in opinion with significantly level .01.

ADMINISTRATION OF EARLY CHILDHOOD EDUCATION UNDER TRANG PRIMARY EDUCATIONAL SERVICE AREA OFFICE 2 Anyarat Sakdirat Thaksin University, Thailand Advisor :

Assist. Prof. Dr. Amonwan Weerathammo Degree and Program : Master of Education in Educational Administration

Academic Year : 2014 The purposes of this study were twofold: 1) to study the administration of early childhood education

based on the opinions of teachers and administrators working under Trang Primary Educational Service Area Office 2, and

2) to compare the administration of early childhood education based on the opinions of teachers and administrators

working in the mentioned area according to the variances of genders, educational levels, positions and work experiences.

The sample group consisted of 205 school administrators and teachers working under Trang Primary Educational Service

Area Office 2. The sample size was calculated by using Krejcie and Morgan's sampling size table. The research equipment

was a 5-rating scaled questionnaire with the reliability value of .981. The data were analyzed by using percentage, arithmetic

mean, standard deviation, t-test, F-test and Sheffe's pair comparison method. The study results revealed that the

administration of early childhood education according to the opinions of teachers and administrators working under Trang

Primary Educational Service Area Office 2, both in the overall view and in each aspect, was in the high level. The comparison

of the administration of early childhood education based on the opinions of teachers and administrators in the studied area

revealed that teachers and school administrators with different genders, educational levels, and positions did not have

different opinion on the administration of early childhood education, either in the overall view or in each aspect. Likewise, in

the overall view, teachers and school administrators with different work experiences did not show differences in opinions on

early childhood administration. When considered in each aspect, however, teachers and administrators with different work

experiences viewed significantly different at the .05 level of statistic on the aspect of personnel administration. THE

RELATION BETWEEN EDUCATIONAL INSTITUTION ADMINISTRATION AND THE USE OF INFORMATION TECHNOLOGY IN

THE ADMINISTRATION CLUSTER UNDER NAKHONHATYAI IN SONGKHLA PROVINCE Amnuay Petchnum Thaksin University,

Thailand Advisor : Assist. Prof. Dr. Amonwan Weerathammo Degree and Program : Master of Education in Educational

Administration Academic Year : 2014 The purpose of this research were to study the administrative educational institution

administration and the use of information technology in the administration cluster under Nakhonhatyai Songkhla Province.

academic year 2557 The sample consisted of 228 teachers and school administrators in Nakhonhatyai Songkhla Province

derived by simple random sampling. Questionnaires The data analyzed using mean, standard deviation, alpha coefficient and

Pearson's correlation coefficient. The results were as follows: 1. Research the overall administrative educational institution

of school administrators in Nakhonhatyai Songkhla Province was at the high level. It was found that all were at the high

level, classifying according to school management. 2. The overall use of information technology by school administrators in

Nakhonhatyai Songkhla Province was at the high level. networking, hardware, software and people were at the high

level, classifying according to information technology systems. 3. The relation between educational institution administration and the use of information technology in the administration cluster under Nakhonhatyai in Songkhla Province had a positive correlation were at the high level $r = .747$ overall at .01 level of significance. THE SCHOOL-BASED MANAGEMENT OF SCHOOL ADMINISTRATOR THE OFFICE PRIMARY SCHOOL YALA EDUCATION Sareepah Abdulkoday Thaksin University, Thailand Advisor : Assist. Prof. Dr. Amonwan Weerathammo Degree and Program : Master of Education in Educational Administration Academic Year : 2014 The purposes of this research were school –based management of school administratorstuding and comparingThe office of primary school in Yala educational. The practical work experience ,size of school were the school-based management. The sample consisted 123 administrators from the office Primary school Yala education. The tool used for collecting data was two questionnaire 1.the status of questionnaire 2.the school-based management of school administrator, the office of primary school Yala education. The data were analyzed by the satics of percentage ,mean and standard of deviation (t-test) of deviation (F- test The result of the revealed that: school-based management of school administrator in Yala education was good even though the comparison school-based management of school administrator, the practical work experience and size of school were different. and also the school –based management of school administrator was balance RELATIONSHIP BETWEEN MANAGEMENT SKILLS AND PERFORMANCE ON INTERNAL QUALITY ASSURANCE OF SCHOOL ADMINISTRATORS UNDERSECONDARY EDUCATIONAL SERVICE AREA OFFICE 16 Kotchakorn Yothathip Thaksin University, Thailand Advisor : Dr. Somjit Udom Degree and Program : Master of Education in Educational Administration Academic Year : 2014 This research aimed to : 1) study the management skills of school administrators under Secondary Educational Service Area Office 16, 2) study the internal quality assurance performance by school administrators under Secondary Educational Service Area Office 16, and 3) identify the relationship between management skills and the performance on internal quality assurance of school administrators under Secondary Educational Service Area Office 16. The sample used in this study includes 388 teachers in the schools under Secondary Educational Service Area Office 16 during the 2014 academic year. The instrument used in the study was a researcher-created rating scale questionnaire consisting of 80 items. The data were analyzed using such statistics as percentage, arithmetic mean, standard deviation (S.D.) and Pearson Product Moment Correlation Coefficient. The results of the study reveal that : 1) overall, the level of management skills of school administrators under Secondary Educational Service Area Office 16 is „high“. 2) Overall, the performance on internal quality assurance in of school administrators under Secondary Educational Service Area Office 16 is at a „high“ level. 3) The management skills of the school administrators under Secondary Educational Service Area Office 16 (X) are positively correlated with their performance on internal quality assurance (Y) at the .01 significant level showing a high level of relationship ($r = .859$). International Joint Seminar on School Administration and Multicultural Society April, 25th -26th 2015, Songkhla, Thailand International Joint Seminar on School Administration and Multicultural Society April, 25th -26th 2015, Songkhla, Thailand International Joint Seminar on School Administration and Multicultural Society April, 25th -26th 2015, Songkhla, Thailand International Joint Seminar on School Administration and Multicultural Society April, 25th -26th 2015, Songkhla, Thailand International Joint Seminar on School Administration and Multicultural Society April, 25th -26th 2015, Songkhla, Thailand International Joint Seminar on School Administration and Multicultural Society April, 25th -26th 2015, Songkhla, Thailand International Joint Seminar on School Administration and Multicultural Society April, 25th -26th 2015, Songkhla, Thailand International Joint Seminar on School Administration and Multicultural Society April, 25th -26th 2015, Songkhla, Thailand International Joint Seminar on School Administration and Multicultural Society April, 25th -26th 2015, Songkhla, Thailand International Joint Seminar on School Administration and Multicultural Society April, 25th -26th 2015, Songkhla, Thailand

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