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The Contribution of Education Institution
to ASEAN Economic Community



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PREFACE

Recently, ASEAN has a new momentum for enhancing the nation competitiveness through mutual collaboration in any sectors. One of the important aspects is on education as a system to improve human resources quality. We have to enhance our collaboration time by time.

Consequence of this commitment, research is to be a core and an important activity to support better collaboration environment among ASEAN countries.

This international joint seminar on The Contribution of Education Institution to ASEAN Economic Community as a part of mutual cooperation between Universitas Ahmad Dahlan, Yogyakarta, Indonesia and Universiti Teknologi Malaysia, Johor Bahru, Malaysia, is intended to study any issues concerning with education, sciences, and humanities especially on facing ASEAN Economic Community era. 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.

Thank you very much to all participants from Indonesia, Malaysia, Thailand, and Philippines for your beneficial discussion and new perspective on education reform.

Johor Bahru, February 2016

Editor

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Developmental guidance and counseling comprehensive in Indonesia

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Abstract

Guidance and Counselling are an integral part of the education, which is an attempt at realizing the educational functions include function development, help individuals develop themselves in accordance with fitrah (potential) and diversity. Guidance and counseling are the comprehensive program developed in Indonesia, They are the paradigm of guidance and counselling services which adopted from the ASCA model. Competency standards proposed are divided into 5 areas of development, namely the development of spiritual area, academic development, the development of the field of personal/social development of the areas of career development, the field the attitude of citizens of a democratic and accountable.

Keywords: guidance and counseling, comprehensive, Indonesia

Introduction

Guidance and Counselling are integral part of the education, which is an attempt at realizing the educational functions include function development, help individuals develop themselves in accordance with considering potential difference. According to the Depdiknas (2008) when this has occurred a change of paradigm approach to guidance and counseling, from traditional-oriented approach, remedial, clinical, and centered on a counselor, to development-oriented approaches and preventive. Approach to guidance and counseling developmental or comprehensive based on the achievement of the tasks of development efforts, development potential, and solving client problems.

Development and implementation of guidance and counseling comprehensive program is growing quickly in America. The research of Martin, Carey, and De Coster (Gysbers, 2012) found, "that the State has 17 new model programs that still, 24 of the State in the process of implementation of model programs, and 10 State is still at an early stage development model". Along with the development of the science guidance and counseling in the Americas, the development of guidance and counseling comprehensive program in Indonesia began in scientific forums talked about and supported Permendiknas No. 27 in 2008, guidance counseling service program in Indonesia led to a comprehensive approach as well as Permendikbud No. 111 2014 where all forms of services and components of the program led to the development of the learners.

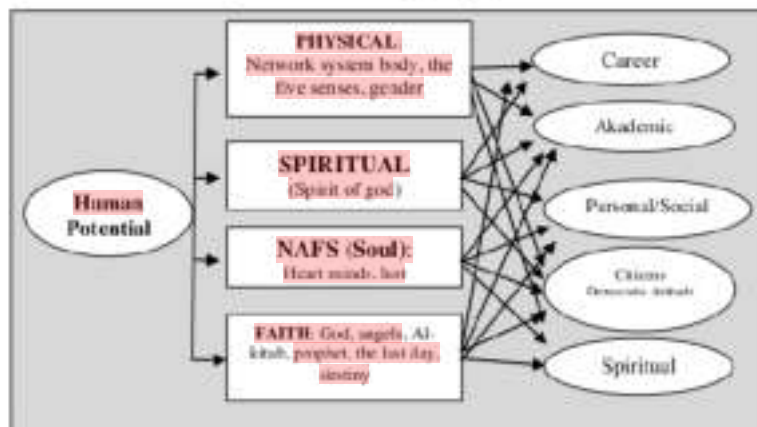
Developmental guidance and counseling in Indonesia comprehensive

Guidance and counseling comprehensive in Indonesia, is the paradigm of guidance and counseling services which is adopted from the ASCA model. A comprehensive approach (*comprehensive in scope*) is the concept of service that reflects the approach on grounding system, program services, management and accountability. Guidance and counseling comprehensive model is strengthened by the 2013 curriculum of Permendikbud No. 111/ 2014 about guidance and counseling in primary and secondary education. In the regulation strengthens the role of the counselor as a teacher of guidance and counseling have to collaborate with the school's stakeholders in the development of the potential and competence of the students is based on the needs of students.

The term "Developmental Guidance and Counseling" which juxtaposed with the term "comprehensive approach" was taken from Myrick (2011): "Developmental Guidance and Counseling: A Comprehensive Approach" meant that developmental guidance and counseling as a comprehensive approach. This means that the development paradigm is much guidance and counseling, in the guidance and counseling the development focus is helping "the development of individual potential" fit the characteristics and "needs" of each. Because of the potential that individuals of diverse and quite a lot of coverage, all need to be developed as a whole (comprehensive) then in helping develop it isn't enough only when done by a school counselor, but needs collaboration with the various parties that allegedly could contribute to the development of individual potential. Like money, one side of the image to the contrary is indeed not the same, but the value is still one. One side talking focus, the other side speaking parts of focus that need attention.

From the understanding of the above can be understood that developmental guidance and counseling talks "focus" or the center of attention helps the development of potential, while guidance and counseling comprehensive talks "coverage" aspect of the overarching (comprehensive), meaning that it is not just the physical aspect only, or spiritual, but through. In this book, considering the results of the research conducted by Anwar Sutoyo (2006) found the existing potentialities in humans include the potential for physical, spiritual, nafs, and faith; then that becomes the focus of attention in the development of the guidance and counseling is the four-potential, which is done in collaboration between the parties together or with each other. This could be slightly different from the original concept that focuses on the development of academic, personal/social and career. In the view of the author of the fourth field is the impact or consequences of the growing potential for physical, spiritual, nafs, and faith in individuals. For more details are presented in the following diagram:

Flowchart Guidance and Counseling Comprehensive in Indonesia



1
The purpose of the guidance and counseling comprehensive program that is systemic to overcome the gap between the standards of competence of students that will be achieved and actual ability of students in school or in a specific area. To develop standards of competence the students began by reviewing the educational purpose of the school and the State concerned. The purpose of education includes the contents of guidance and counseling focusing on topics such as academic achievement, career development, and personal-social development. Check the relevant literature, the statement of the Association as well as a review of culture and gender, and local issues that may become standard competences students (Gysbers, 2012).

The standard of competency students need to be identified early because this is the purpose of the guidance and counseling comprehensive program. To develop standards of competence of these students need in the analysis the purpose of national education in Indonesia as well as the institutional goals of the school. Law No. 20 of 2003 article 3 mentions, "national education serves to develop the ability to form character and the civilization of the peoples dignity in the framework of the intellectual life of the nation, aimed at the development of potential learners in order to become a man of faith and piety to God Almighty, precious, healthy, have learned, accomplished, creative, independent, and become citizens of a democratic and accountable.

As a comparison in American standards of competence of students divided into three areas (domains), namely academic, personal/social, and career (ASCA, 2005), while Florida (2010) suggested four areas of development (domain) that is academic, career, social, and personal involvement in the community and the development of Global Citizenship. While Utah (Gysbers, 2012) standard development competencies into four areas, namely the development of academic/learning, career development, multicultural/global citizens development, social and personal development.

The development of Standards of competence of students in Indonesia is different from other countries. Competency standards for student in Indonesia is adapted based on the purpose of national education, and the culture of Indonesia. Diverse culture in Indonesia makes a lot of input in the development of standards of competence for students. The results of the study of literature and the adaptation of standard competencies are developed by ASCA, Florida and Utah as well as FGD. We propose

the development field (domain) which is divided into 5 areas:

- (1) The development of Spiritual
 - Students understand about the nature of faith in God.
 - Students understand about the nature of love to God.
- (2) The development of the academic field
 - The student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and the development of his lifetime.
 - Students can finish school with supported following the various self development to help further study options.
- (3) The development of the field of personal-social
 - Understand And accept the potential as well as empowering and developing potential.
 - Understand the talent and interest owned, have a positive vision of the future.
 - Have the self motivation and fighting power and developing independence behavior.
 - Has a sensitivity to the environment and develop skills utilizing nature.
 - Has excellent communication skills to build positive interpersonal relationships.
- (4) The development of career fields
 - Understand the development world careers, mengeksplorasi ability, and is able to prepare (strategy) for the process of a career in the future.
 - Capable of overcoming the problems that exist in preparation for careers and able to take career decisions.
- (5) The development of the field the attitude of Citizens of a democratic and responsible
 - Knowledge and skills as responsible citizens, understand the cultural differences and caring nation.
 - Students can demonstrate as citizens of a democratic.

Standard of competence development in Indonesia is adapted to the culture of the country concerned, one of the fields into the idiosyncrasies in Indonesia is spiritual. It can be seen from the base of the Pancasila, the first point namely "divinity of the one true God". Bernard Lewis (Juntika, 2011) describes one of the principal elements of a civilization is a religion. Religion is an important factor that determines the characteristics of a civilization. In order to become a nation of civilized nations of Indonesia, then the values of the religion that exists in Indonesia should still be built and practised in everyday.

Conclusion

Education has the functions of development, help individuals develop themselves in accordance with fitrah (potential), diversity, help individuals choose the right development direction according to the potential and integration. The potential of the individual and quite a lot of coverage, and all need to be developed as a whole (comprehensive) then in helping develop it isn't enough only when done by a school counselor, but need to work closely with the various parties that allegedly could contribute to the development of individual potential. The development of the potential of the individual that includes physical, spiritual, nafs, and faith have an impact on the field of Guidance and Counselling services. Competency standards proposed are divided into 5 areas of development, namely the development of the field of spiritual,

academic development, the development of the field of personal-social development of the areas of career development, the field the attitude of citizens of a democratic and accountable.

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Anti-corruption values internalization to children through story-telling using *punakawan* puppet characters

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Abstract

Corruption is an extraordinary crime because the crime could damage the level of a country, one form of corruption behavior. Namely the abuse of public power for private gain that harms the public by way unlawful, corruption in Indonesia is not only done coworkers, but corruption has involved family, i.e. family which was originally expected to be the first and main castle in the prevention and eradication of corruption, now it its role to be fading. Supposed role of the family needs to be reinforced in the prevention, and eradication of corruption.

The writer is interested in discussing the phenomenon of corruption in Indonesia today as the theme of internalization of values on anti-corruption for children through methods of using story for *Punakawan* characters in the puppet. The reason for the selection method of the story is very precise method given to children for the development of moral behavior.

This method is expected by the children feel happy and keen to listen to stories, so listen to the story is an interesting activity in children. Internalization of anti-corruption values in children by presenting the figure of *Punakawan* figures, which appear in a child's behavior, is a process of imitation and behavior (modeling). Level observations on the behavior of children in the anti-corruption are the result of observation of the model and the level of quality imitation also depends on the child's perception of the figure that is used as a model. Therefore, the skilled person models, the higher the quality imitation reading behavior committed by children.

Keyword: anti-corruption, children, story telling method, education

INTRODUCTION

Corruption included crime extraordinary crime due to corruption could undermine the level of a country, the destruction of a country when one of treason to the country, for example a government official to use his power to sell assets of the State to the foreign party with the aim of enriching himself so that the State harmed very large, cases of malfeasance Such including corruption. According Ugaz (2014) shows that economic growth has been undermined by corruption (Characterized by the abuse of power by leaders and high-ranking Officials). According Wijiyanto & Zachire (2009) behavioral for corruption is them issue of public power for private gain that harms the public by way unlawful. Based on the assessment results in the Global Competitiveness Report 2013-2014, Indonesia still has to fix some of the problems that may affect the business climate weakened because one of their corruption is quite high (www.kemendag.go.id/files/pdf/2013). Then based on the results of an international report released Transparency international corruption perception index (CPI) in 2014 ranked Indonesia put on 107 of the total 174 countries based on these data can be concluded that the corruption perception index Indonesia still quite high (of

transparency International Indonesia, 2014).

The world community began to view corruption as an important issue since last two decades. Various initiatives to combat corruption conducted from the regional, national and international level. Efforts or strategies developed by the united nation called The Global programmed Against Corruption and made in the form of United Nations Anti-Corruption toolkit (UN Doc) include the establishment of an independent institution that specifically handles corruption. Institutions in Indonesia Corruption Eradication Commission (KPK), are a special institution established to combat corruption and consists of two main working the repression and prevention.

Every effort has been done by the Corruption Eradication Commission (KPK) ranging from enforcement to prevention. Then the good performance of KPK as catching officials of corruption, these results are based on 30 November 2015, Profession or Occupation KPK arrested the perpetrators of corruption that consists of: Private as many as 13 people, members of the DPR or DPRD as many as 12 people, the governor 4, the Mayor or the Regent and Vice as many as 4 Head of the Institute or the Ministry of as many as three people, and Echelon I, II, III of 7 people (<http://acch.kpk.go.id/berdasarkan-profesi/jabatan>). Work then results in the field of prevention have not been so visible, because changing the corrupt behavior are in need of a long time.

Cases of corruption in Indonesia is not only done just coworkers, but corruption has involved family, this happened on a case handled by KPK as a suspect M. Nazaruddin, Hambalang Pensions Athletes convicted of corruption involving his wife namely Neneng Sriwahyuni (Vivanews, 2013). Another case, a former Member of Parliament and his Zulkarnaen Djabar Dendy Prasetya cases involved corruption in the procurement of the Qur'an in the Ministry of religion (Kompas, 2014). According to Samad, one of the KPK leaders expressed concern because lately a lot of corruption cases involving family (Kompasiana, 2014).

The family as a major deterrent against corruption, but now faded role. The role of the family should be reinforced in the prevention and eradication of corruption. This is reinforced by the statement Samad, namely the need for the prevention of family level by providing socialization anti-corruption cause, where parents play an important role in shaping the mindset of a child, especially a father (Kompasiana, 2014). Anti-corruption education based on the family has been doing an important role in the prevention of corruption. How family introduces a simple life, without having to embed the luxuries of life and behave honestly in everyday life. The role of a very large family in a household, the child's success depends on the education of the family. Thus, Family not only gave birth to a new generation, but also gave birth to discretion (Commission, 2011). The purpose of the wisdom evolve, the families prepare children to function in society can undergo. In turn, this knowledge will be invested again in the new generation (Commission, 2011). Author deliberately discuss the internalization of the values of anti-corruption in children with methods Punakawan story using the characters in the puppet inspired by the reflection of the many phenomena corruption in Indonesia today. The reason for the method of selecting the story because the story is very useful in the moral development of children.

This behavior is similar according to Bimo (2012) some of the benefits of the story, namely: 1) establish emotional closeness between educator with child, 2) medium to deliver a message or value moral and affective religion, 3) helping the process of imitation good deeds characters in the story. It strengthened the results of research

conducted Setianti (2008) proved that there are differences in interest in reading among children who listened to the reading of a story with not listening to storytelling, where children listened to a method story has a high interest of the child who does not listen to the reading of the story, selection method *Punakawan* story using the characters in the puppet more effective in the values of anti-corruption. The use of the characters in the story to help the process of imitation method works well the behavior of the characters. This is in line according to according to Bandura (under the Shah, 2003) most of the things learned by humans are the result of a process of learning through imitation (imitation) and presenting examples of behavior (modeling). Expected use of methods stories through puppet characters (*Punakawan*), children can easily imitate, and this was confirmed also by the results Ningrum (2013), which can provide *Punakawan* character role in the puppet as a medium for cultivation of character in society.

The use of characters *Punakawan*, such as: People Semar, Gareng, Petruk and Bagong fact, if examined in-depth capable of representing the human character, it is in line with Krishna (2013), that *Punakawan* characteristically represent a general profile of man, they are figures multirole that can be advisors rulers or warriors, and even gods. Even *Punakawan* also serves as an entertainer, critic, as well as a transmitter of truth, virtue, and virtue advocate.

It can be concluded internalization of the values of anti-corruption in children using the story of a character more effective in *Punakawan*. The approach is a strong culture to shape the culture of corruption in Indonesian society. According to Sofia (2011) despite the cultural approach tends to take a long time to see his success, but the results will have an impact on the long-term. That is because the goal of this approach is the formation of human quality as a key element in rejecting all forms of corruptive behavior, human quality formation starting from the family, because the family is capable of producing the generation of anti-corruption. Given the important role parents cultivate anti-corruption stance on all members of the family, so the family remains a bulwark and safety of this country. Values of honesty instilled and reinforced continuously through good parenting, as well as character building done to make all family members personal integrity.

DISCUSSION

Methods Story using Figures of Punakawan

Ben (2015) the story is a series of events presented, both derived from real events (non-fiction) or intangible (fiction). According to Smyth (1996) story is one of communication between individuals that can be done all ages and everywhere. The method has the benefit of one story to convey moral messages to children. This is similar According to Ben (2015) story benefits of delivering a message of moral values and religious affective and besides it also helps the process of imitation of good works figure in the story. The method is more effective story using figures and children easily understand, because the children have an interest in animated figures, animals and symbols that represent their world, due to this stage of cognitive development of children who are not yet ready to perform the operation. According Papilia and friends (2009) childhood more role play, fantasy play, dramatic play, or play the imagination, might create an object such as a doll, symbolizing or presenting other things.

The idea in this paper is using the story with the characters in the puppet *Punakawan*. According Yokimirantiyo (2013) Character *Punakawan* figures, namely: 1) Semar derived from Samara (rushing). Semar is the center of the clown and the origin of

the whole punakawan itself. Semar respected by friend and foe alike Semar a reference to knights for advice and became a respected figure. However, the characters remain humble, not arrogant, honest, and still love each other can be an example of good character. Full excess, but do not forget yourself because of the advantages (Yokimirantiyo, 2013). 2) NalanalaGareng derived from Khairan (obtaining goodness). Gareng is child Semar meaning or obtained by worshiping the idol. NalaGareng is a person who is not articulate, what it says is sometimes awry. However it is very funny and ridiculous. NalaGareng is a character who has a lack punakawan accessories are part of the body. NalaGareng deformed feet, hands, and eyes. Symbolized character is deformed legs depicting humans must be careful in life (Yokimirantiyo, 2013). 3) Petruk is derived from the *fatruk* (leave it). Petruk is Semar second child. Petruk figure depicted with long forms that symbolize thought to be long. In living human being should think long (no undue haste) and patient, when not think will lead to regret. Petruk is a figure that is naughty and intelligent, as well as the sweet-faced smile engaging, articulate, and also very funny. He likes to quip untruth with jokes-jokes (Yokimirantiyo, 2013). 4) Bagong derived from the word *alghoyaba* (worse case). Bagong is punakawan Java. Bagong is the youngest child of Semar or the fourth Punakawan. In the puppet story, Bagong is a character created from the shadow of Semar, Bagong fat-fat as well as Semar, but like children Semar others. Symbolized character of the human form is cumbersome to be simple, patient, and not too amazed at worldly life (Yokimirantiyo, 2013).

Therefore, the opportunity to include moral values in children, especially anti-corruption in the form of an interesting story, imaginative and in accordance with their world is very important in the internalization of anti-corruption.

Definition of Anti-corruption Values

Based on a formula determined by the Corruption Eradication Commission (KPK), there are nine basic values that need to be inculcated and reinforced through the implementation of anti-corruption education in schools, which is the value of honesty, fair, bold, simple life, responsibility, discipline, hard work, thrift and self-reliant. According Bura and Puspito (2011), referring to the anti-corruption values include honesty, caring, self-reliance, self-discipline, responsibility, hard work, modesty, courage, and justice. The anti-corruption values, namely: 1) Honesty; According to Wijaya (2008), defines honestly recognize, say or to give information according to the information in accordance with reality and truth. 2) Concern; The word care is to heed, watch and ignore (Sugono, 2008), the value of care is very important for a child to life in the school and society. As future leaders, a child needs to have a sense of concern for their peers, both in the school environment or the environment outside the school. 3) Independence; The independence of the character shown in everyday life such as tidying up his own bed.

Children are required to live independently without having parents who work. 4) Discipline; According Sugono definition of the word discipline is compliance to the regulation (Sugono, 2008). The value of discipline in children can be realized in the form of the gantry to enter the depths of the class, or waiting in line to use a toy that exist in schools. 5) Responsibility is to receive everything from a wrongdoing, whether intentional or unintentional, responsibility in the form of embodiment awareness of the obligation to receive and resolve all the problems that have been done. 6) Work hard slog that is based on the existence of wills. "Willingness" raises associations with

exemplary, perseverance, endurance, clear objectives, working power, establishment, self-control, fortitude, determination, power, strength, manliness, and undeterred. 7) Simple; Simple lifestyle should be taught to children as simple are shown in the daily lives of children such as school shoes are still good to keep using, do not have to buy new ones. 8) The courage shown in daily life such as in schools for example, dares to appear in front of the class to do the questions provided by the teacher. 9) Justice is the same weight, not partial, not impartial. Equity are shown in everyday life, such as at home when fed by the parents how the child is taking the appropriate quota specified parent.

The Relationship of Internalization Anti-corruption Values in Children with People Story Methods Punakawan in Puppet

The nuclear family is the smallest unit of society consisting of father, mother and their children (Commission, 2011). The family is the first environment known since the child is born into the world. The role of the family is very important in the formation of moral values. It is in line with by Balson (Setyowati, 2005) stated throughout a person's behavior such as language, emotional game and the skills learned, then developed in the family, school and community. The child's personality is formed through the family, so that they have a picture of life that forms the principles which will be played in his life. The family has an important role in the moral formation of children, especially the planting of anti-corruption values. According to Piaget (Santrock, 2003) mentions the task of development of children aged 4-10 years is the cultivation of moral values.

Instill moral values can be done by using the story method Punakawan characters in the puppet. Punakawan figures such as: Semar, Gareng, Petruk and Bagong are human behavior in everyday life. Semar has the character of humble, not arrogant, honest, and still love each other can be an example of good character. Gareng with his imperfect conditions of make life simple and always powerful obstacles, Petruk known character has a big dream and the future, but it is also known to be very brave Petruk. Petruk is a smart character, as well as a sweet-faced with a captivating smile, panda speak, and also very funny. He likes to quip untruth with jokes-jokes. Bagong symbolized the character of the human form is cumbersome to be simple, patient, and not too amazed at the life of the world.

Based on the above it can be concluded that the character possessed *Punakawan* figures portray the behavior of anti-corruption values. Methods of using the story through characters *Punakawan* hope children feel happy and keen to listen to stories. So listen to the stories is an activity that is considered to be attractive to children. Internalization of anti-corruption values in children by presenting the figure of *Punakawan* figures, a reflection of the behavior of the child is raised in a process of imitation and behavior (modelling). Level observations on the behavior of children in the anti-corruption are the result of observation of the model. Imitation quality level also depends on the child's perception of the figure that is used as a model. The more skilled the models, the higher the quality imitation reading behavior committed by children, it can be concluded internalizing anti-corruption values in children with methods stories using characters in the puppet *Punakawan* can be applied effectively.

CONCLUSION

Internalization of anti-corruption values in children with methods *Punakawan* story using characters in the puppet is one solution in preventing the commission of corruption, both in small and large scale in Indonesia. Is given in this paper solution targeted at the establishment of quality individuals who play a significant role in the form of corruptive behavior in the future will come. Childhood is the main base in instilling values and foster corruption. The family, school environment, and especially teacher as an element closest to the child who plays a significant role in efforts to internalize the values of anti-corruption.

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Enhancing college human resource quality for competition in the globalization era

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Abstract

Towards the 21st century college will face quite serious numerous challenges and problems in its development. The crucial issues concerning human resource development amounted to 219.20 million in Indonesia so that the need for solving various problems, especially in the field of education. Nowadays universities in Indonesia were treading global challenges. The challenge is how to turn this potential into one more effective to drive the country's development as an effort to improve the welfare of Indonesian people. The college is a producer of excellence and professional workforce so that the need for housekeeping in the education sector is more advanced based global education, because the problems that arise can be influential in various other sectors. Barriers to increasing the competitiveness of higher education can be seen from various aspects of the problems that arose. There are several alternative solutions to problems that exist in improving the competitiveness of higher education in Indonesia, including through the improvement of human resources, in college in Indonesia.

Keywords: competitiveness, education, college.

INTRODUCTION

In order to face the competition in the globalization era and the ASEAN Economic Community or AEC, it is necessary to be competitive advantages of a country against other countries is competitive and comparative in a State as a factor that determines global competition among countries. Globalization is a reality that can not be avoided. The policies undertaken by the government to face globalization and the world community (MEA). The competitiveness of universities in Indonesia compared with other countries is relatively low in the known, 2009 (Jalal 2009, APTISI 2007) Publication of *The Global Competitiveness Report* issued by the *World Economic Forum* in 2008 illustrates the competitiveness of Indonesia in towards global competition. In 2008, states that the ranking by World Economic Forum based *Growth Competitiveness Index* based on competitiveness categorized in the order of 55 of the 134 countries that follow. Indonesia's performance in 2008 was not so progress compared to 2007 is in the order of 54 of the 131 Countries (Source: *-The Global Competitiveness Report 2008-2009*).

College is as corer professionals always assess this issue on an ongoing basis. Quality of graduates into the main problem s concerning competitiveness in college. The quality of graduates is also due by fact or quality of teachers /educators (Lecturer). According to the journal of Euis Karwati stated HR merfeed pause crucial in supporting the quality of college graduates in the area of education. There are problems in education include three things, namely education and hold Expansion Equitable access to education, improving the quality of education, the relevance and competitiveness of

education. The main part of the nation's competitiveness is human resources, human capital, the second is technological innovation. It means aright to high competitiveness or lack of competitiveness in the world education in Indonesia. HR issues are still low may affect the development process with the lack of support from the level of lab or productivity and good quality. HR productivity rate is one measure of the quality of human resources, in fact since the last 4 years decline. Prolonged economic crisis has resulted in a decrease in labor productivity/ HR. Facts about the quality of human resources are still lacking competition supported by survey on the reading of the indexes still lacking a comparison with other countries, such as the United States is at index 55, in Japan is at index 38, the State Singapore is a 41 the State Malaysia at index 15, and Indonesia is only 0.009. (Source: -*The Global Competitiveness Report* 2014).

Report of the United Development Program (UNDP) may be a reference that can be used to determine the quality of human resources with other countries. According to data from the Human Development Index (HDI) or the Human Development Index (HDI). Based on 177 countries, the position of the State of Indonesia is ranked 111. According Aminudin Bakri (2011) parameter in order to assess the quality of man can be divided into four factors, namely, *Life Expectancy at birth* or LEB; value of life expectancy in the world, the rate *Adult literacy rate* or ALR; that is based on the percentage of children which have been aged 15 years has been able to read, based on survey *Combined primary, secondary and tertiary gross enrollment ratio* (CGER) or the *Gross Enrolment Ratio* (GER), the ratio students registered, and according to the *Gross Domestic Product*, or GDP, is opportunity gross domestic(GDP). According to the UNDP report of 2006 showed that the human development index in 2004 as follows.

Table 1 Data Development Index Human

| Country | HDI | LEB (year) | ALR (%) | CGER (%) | GDP capita \$ US |
|-------------|------|------------|---------|----------|------------------|
| Singapore | 0916 | 78.9 | 92.5 | 87.3 | 28 077 |
| Korea South | 0912 | 77.3 | 98.0 | 95 | 20 499 |
| Philippines | 0763 | 70.7 | 92.6 | 81.5 | 4 614 |
| Indonesia | 0711 | 67.2 | 90.4 | 68.4 | 3609 |

Source: compiled from UNDP report on HDI 2006

Table 2 Global competitive Index

| No. | Country | Score | World Ranking | Ranking ASEAN |
|-----|-----------|-------|---------------|---------------|
| 1 | Singapore | 565 | 2 | 1 |
| 2 | Malaysia | 516 | 20 | 2 |
| 3 | Thailand | 466 | 31 | 3 |
| 4 | Indonesia | 475 | 34 | 4 |

Source Global Competitive Index 2014

Lack of human resources quality in higher education can be influenced by the commitments of less than lecturers and education system as the key factor of the lack of competence of college graduates, according to the Research and Development Ministry of National Education, the number of lecturers in Indonesia there are 240 thousand people, but the number of lecturers with a doctorate only 15 percent. Compared with the existing number at the ASEAN level lecturers has doctoral degree 60 per cent more.

Similarly, in the study of higher education, the problem of human resources becomes very crucial in improving the competitiveness of graduates. Quality faculty and all employees ineffectiveness of education becomes the main thing to improve the competitiveness of college graduates. So the high quality of human resources in a college it will be the higher competitiveness in the university, so the quality of human resources will create a competitive graduates compared to graduates at other universities. Based on this background, this paper will present a number of analysis and thinking about the importance of improving the quality of human resources to improve the competitiveness of higher education in many developing countries.

WRITING METHOD

The method used in analyzing this problem is the study of literature on the role of human resources to improve the competitiveness of universities in facing the challenges of globalization towards society MEA.

LITERATURE REVIEW

Analysis of the problem regarding the quality of human resources need to be supported with references will describe some support materials.

Education in Higher Education

Factor of education is a very fundamental in improving the quality of life, besides there are social and economic factors in the direction of better conditions (Prima Riza 2007). Seven principles that can help to improve undergraduate education are identified. According to W. Gamson, Zelda F based research on college teaching and learning, good practice in undergraduate education: (1) Improve the relationship between students and faculty ; (2) scaling up of mutual relations and cooperation between students ; (3) developing active learning techniques (4) provide instant feedback; (5) emphasizes time on task; (6) communicate high expectations; and (7) respect diverse talents and ways of learning. Examples of approaches that have been used in various types of universities in recent years are described. In addition, the implications of these principles for the funds the way the state and regulate higher education and to organizations how to run briefly discussed. An example of a good approach such as: seminar students on important topics taught by senior faculty; study groups of 5-7 students who meet regularly during the class to solve the problems set by the instructor; active learning using structured exercises, discussions, team projects, and criticism of colleagues, as well as internships and study independent; and mastery learning, learning contracts, and computer-assisted instruction approach, which takes a considerable time to learning.

Competitiveness of Human Resources in Education

The importance of competitiveness in higher education that has developed along with the development of globalization. According Hatten & Resenthal (2000: 5) states that the mastery of science and technology fields in accordance with that by improving the quality and capabilities in creativity and science as absolute demands of life in a global society. Engkoswara and Aan Komariah (2011: 52) argues that education management or administration of education "is an entity that utilize and empower all the resources available through the activities in the planning, organization / mobilization, provide motivation and control, monitoring and supervision, to conduct an assessment

in order realizing quality education more effective and more efficient. Based on the arrangement drawings of human resources to enhance competitiveness

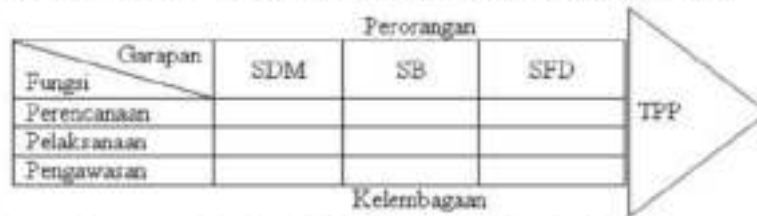


Figure 1. Resource Planning in Education Administration Engkoswara

Based on the above picture there is source power and the main cultivated fields, namely:

- (1) Resources human resources (HR), which consists of several components consisting of students, teachers, staff, and communities that use and take advantage of educational services;
- (2) Factor further is Learning resources (SB) is a plan learning activities can be used as a medium and a tool for learning, including curriculum
- (3) Source facility and availability of funds for education(SFD)is factor that can support and enable educational walk in accordance with the expected.

Growth and development have requirements that can be used to implement more efficient use of technology with the resources Human power is generated through the education process will be used in the existing educational technology (Linda Setiawati, 2012).

Quality of Human Resources

Quality according to the definition of Phil Crosby is universal agreement on a standard or standards that have been defined (conforming to specification) by Josep Juran defined as fitness for use or fitness for a benefit or usefulness (Soin, 1993). Quality of which must be owned by professor (lecturer), which became the main thing to improve the quality of college graduates. In this case the lecturer is required to be committed in teaching, because the main thing for the achievement of these goals, because many professors in at universities that do not commit fully to the college. Problems of education in Indonesia is still about the poor quality, and there relevance, efficiency and productivity are not maximized. The cause is the availability of teachers and inadequate quality and welfare of teacher shave not been up to standard(MONE Strategic Plan, 2005). Is expected to appear are form effort that can improve the quality of human resources quality Edward Sallis(1993)states "Quality management is a continuous circle of improvement continues and more priority *improvement and change*", in the figure below:



Figure 2 Quality Circles Human Resources

According Deden "Higher education remains one of the key competitiveness of nations. Therefore it must have quality and continue to explore and create human resources and product quality". Under the National Education Act of 2003 in Article 19 paragraph (1) states "college is the level of education after a secondary education which includes educational programs include diploma, undergraduate education, graduate studies, specialization education and doctoral education are held by universities high.

DISCUSSION

HDI relationship with the reality of Indonesian human resources in higher education is very influential in the field of education. Education field has become a expectation of hope for quality improvement and quality of human resources in Indonesia. According to Robert M. Hutchinson, (1998), Educations is an understanding. Education is the only way to, and more useful life. This article is trying to overview the role of education in producing quality Nevertheless there are still many problems of our education for the world of work and the integrity of a nation; our students when out and or. Not easy to change opinions and thoughts the wider community in brief. Similarly, the problems of competitiveness are in college. There as some solutions to solve the problem of competitiveness of graduates divided into three aspects related to the above.

Competency of human resources is needed to improve college sing. Secretary of the Board of Higher Education, Directorate General of Higher Education, Nizamin the field of academic seminar at the Senate Hall of UGM, Tuesday (25/5). Stating that the position of higher education, the role of the university as a high moral support to education. Colleges play an active role in the face of world competition in the AEC community. "Higher education is a key to improving the competitiveness of nation in the era of globalization. So it needed a strong support to improve the quality of human resources. In this case is expected to appear several strategies for the enforced reshuffle and changes in college. It was necessary to develop higher education to participate and actively support the nation's competitiveness. So, we need an increase in research excellence. Research and writing should be encouraged in order in getting the balance between the Three Duties (Tridarma) college because of today's evolving into educational activities. Similarly to be supported by high funding issued by the government and public participation, " the need to reward (award) worth is one solution to solving problems related to the quality of human resources. With high compensation, the need for quality and quantity of human resources for improvement and provide motivation for the achievement of the nation's competitiveness. Performance otherwise

work well if the desired goal can be achieved with good (Donnelly, Gibson and Invanecovich: 1994). Stated that performance is one of the principal roles in an interaction between the ability or ability (A), the chance or opportunity (O) and motivation or motivation (M) so that it can be formulated that performance = f (AXOXM). That is: the performance is a function of one's ability and provides the opportunity and motivation (Robbins: 1996).

HR performance is closely linked with the competencies required of HR and commitment to an organization for the globalization era. Competent be possessed SDM must meet some basic competence between the covers education and commitment to build emotional intimacy with a unified vision and mission of individuals with a vision that is organized, the desire to commit to implementing performance management and a willingness to stay in the organization with a sense of security in organizations. Between some components already mentioned, a more dominant factor in improving the competitiveness of Higher Education is good leadership and competent in assuming responsibility on faculty level and at the level of universities.

HR-quality and reliable, has a superb character strong, highly competitive and has a high intellectual is a basic principle which is indispensable in order to create superior products, authoritative, intelligent, exemplary, and moral quality. Additionally HR should be able to have the academic competence, pedagogical competence in managing learning in college, has a superior professional competence and personality competence, authority and a good role in communicating relationship social with the community and students. Source human power can be ready to face the challenge to the ASEAN Economic Community (AEC) in the globalization era (Baedhowi, 2009: 2).

CONCLUSION

As part of the nation heading to the ASEAN Economic Community (AEC) in the globalization era various problem must be faced. Facing a wide range of issues is more crucial and must be repaired. The problem is more complex HR lack of human resources and the quality of education, with the problems caused competitiveness a nation to be low based on the above study it can be concluded that the competitiveness of the organization or college is strongly associated with the performance of HR, especially related to improving product quality academic, educational services and user loyalty.

Good commitment must be owned HR universities to improve competitiveness in sequence is the desire to work better and more comfortable working in the organization. More over quality human resources need to be prioritized, the developing countries must be able to compete with the other nations of the world and become a developed nation. This can be achieved if better preparation of our education which effectively so as to enhance human resource capabilities are advanced and have the integrity and independence, able to work professionally, and it can open up opportunities and business for himself and others, and ready to compete in the global market.

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The State of Teacher Education in Region V: Policy Implication

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Abstract

This study determined the status of Teacher Education Institutions (TEI's) in Region V and provided implications of the profile to the thrusts of Higher Education in the Philippines. Through descriptive-survey method, data were taken from the records of TEI's with the Dean as key informants. Major findings were: the increase of enrolment in TEI's can be attributed to the K to 12 implementation; the Bachelor of Elementary Education, Bachelor of Secondary Education and Bachelor of Science in Industrial Education are the programs offered in the TEI's; as to the accreditation levels, out of 74 TEI's (private, SUC's and LUC's), six (6) are accredited Level I, nine (9) Level II, four (4) Level III; three (3) on candidate status and the rest are not accredited; as to the over-all performance in the Licensure Examination for Teachers, there are more passers in the Elementary than in the Secondary level; SUC's have the highest number of faculty researches; faculty members are dominated by females and none of the TEI's has Special Centers or Institute on Community Extension. On quality and excellence, the findings imply that there is a need to submit for accreditation, CHED's Institutional Sustainability Assessment and benchmark in high performing TEI's on efficiency and effectiveness. TEI's need to enhance faculty qualification through scholarships, impose stricter admission requirements, improve content and pedagogy; On relevance and responsiveness, TEI's need to establish linkages and put emphasis on educational technology; On access and equity, TEI's should promote CHED scholarships to high school graduating students.

Keywords: State of Teacher Education Institutions, Policy Implications

INTRODUCTION

The character of an institution can be seen in the extent to which its regular functioning reflects concern for quality. Every academic institution evolves its own functional modalities in its efforts towards actualizing its goals. These modalities represent institutional characteristics making it a distinct environment. An academic institution always is functionally autonomous but has working linkages with a broader framework of a macro context. An institution providing professional education programmes has these features more pronounced as it draws its resource inputs and clientele from the macro set up as well as giving the product benefit to the same. This puts the quality aspect of a professional education institution under spotlight. A teacher education institution (TEI) is no exception. Further it has to be recognized that the quality of a TEI is not merely determined by the product performance in the field but also has to be seen in respect of its functional elements in the overall context of the institutional vision.

Increasingly, the onus is on Teacher Education Institutions (TEI) to 'rethink' how they can most effectively prepare future teachers to teach the skills for success in a

complex, rapidly changing world. Quality Teacher Education has a great role in answering the demands of global competitiveness. It is stated in Article I, Section 1 of CHED Memorandum Order No. 30, Series 2004, "Revised Policies and Standards for Undergraduate Teacher Education Curriculum", to wit:

Quality pre-service teacher education is a key factor in quality Philippine education. In the Philippines, the pre-service preparation of teachers for the primary and secondary education sectors is a very important function and responsibility that has been assigned to higher education institutions.¹

Likewise, Republic Act No. 7784² aims to provide and ensure quality education by strengthening the education and training of teachers nationwide through a national system of excellence for teacher education. Its vision is a teacher education system whose mission is to educate and train teachers of unquestionable integrity and competence, and who is committed to their continuing professional growth and obligation to help their students grow as responsible individuals and citizens of the Philippines and of the world.

Indeed, all efforts to improve the quality of education in the Philippines are dependent on the service of teachers who are properly prepared to undertake the various important roles and functions of teachers. As such, it is of utmost importance that the highest standards are set in defining the objectives, components, and processes of the pre-service teacher education curriculum.

Considering that the TEIs are tasked to produce quality teachers who will be handling elementary and secondary levels of basic education, it is of utmost importance that Teacher Education Institutions should know their strengths and sustain them; and to improve on their weaknesses. Particularly now that the 12-year basic education cycle has been implemented, the task of training teachers who will handle the basic education is the responsibility of the TEIs. TEIs must give its utmost concern in producing quality graduates to answer the purpose of this basic education which is to be at par with international standards.

Forecasting and planning to achieve the goals of providing quality education requires research. The primary purpose of this research is to project the scenarios of TEIs in the region. The Region's database on Teacher Education therefore will contain sufficient information for scientific planning to be undertaken. Thus, this study.

THEORETICAL FRAMEWORK

The present study is anchored on Theory of Performance (ToP) by Don Elger which have bearing on the problem studied. The **Theory of Performance (ToP)** by Don Elger³ develops and relates six foundational concepts to form a framework that can be used to explain performance as well as performance improvements. To *perform* is to produce valued results. A *performer* can be an individual or a group of people engaging in a collaborative effort. Developing performance is a *journey*, and *level of performance* describes location in the journey. Current level of performance depends holistically on 6 components: context, level of knowledge, levels of skills, level of identity, personal factors, and fixed factors. Three axioms are proposed for effective performance improvements. These involve a *performer's mindset*, *immersion* in an enriching environment, and engagement in *reflective practice*.

ToP further informs learning by organizations through the idea of examining the "level of performance" of the organization. The theory further posits that performance

advancing is used to characterize effectiveness of performance. That is, a person or organization performing at a higher level produces results that can be classified into categories:

- (1) Quality increases—results or products are more effective in meeting or exceeding the expectations of stakeholders;
- (2) Cost decreases—amount of effort or financial resources to produce a result goes down; amount of waste goes down;
- (3) Capability increases—ability to tackle more challenging performances or projects increases;
- (4) Capacity increases—ability to generate more throughput increases;
- (5) Knowledge increases—depth and breadth of knowledge increases;
- (6) Skills increase—abilities to set goals, persist, maintain a positive outlook, etc. increase in breadth of application and in effectiveness; and,
- (7) Identity and motivation increases—individuals develop more sense of who they are as professionals; organizations develop their essence.

With the insights gained from the aforementioned theory, the researcher was able to theorize that having a clear view on the status of the Teacher Education Institutions (TEIs) could lead to policy recommendations and actions towards the improvement of the quality of teacher education institutions in the region.

CONCEPTUAL FRAMEWORK

The conceptual paradigm of the present study was based on the system's approach which shows the interplay of the three important elements: input, process and output.

Input. It includes the characteristics of the Institutional Profile of Teacher Education Institutions (TEIs) in the Bicol Region in terms of curricular program offerings, accreditation status, number of school by province and by type, enrolment profile, performance in licensure examination, faculty qualification, students assistance and scholarship programs, faculty researches, and extension and community involvement; the implications of the profile alignment with the thrusts of Philippine Higher Education (CHED) along quality and excellence, efficiency and effectiveness, relevance and responsiveness, access and equity; and, formulation of policy implications for the improvement of the teacher education institutions in the region.

Process. It consists of the analysis and interpretation of the data on the Profile of Teacher Education Institutions (TEIs) in the Bicol Region; along the thrusts of Philippine Higher Education. (CHED)

Output. Based from the findings of the present study, would formulate policy implications for the improvement of teacher education institutions in the region.

The feedback loop provides mechanism for the continuing development of the study to further achieve the identified goals.

Statement of the Problem

The main goal of the study is to determine the status of the Teacher Education Institutions in Region V. Specifically, it seeks to answer the following queries:

- (1) What are the Profile of Teacher Education Institutions (TEIs) in the Bicol Region in terms of:
 - (a) Curricular Program Offerings
 - (b) Accreditation Status
 - (c) Number of School by Province and by Type

- (d) Enrolment Profile
 - (e) Performance in Licensure Examination
 - (f) Faculty Qualification
 - (g) Students Assistance and Scholarship Programs
 - (h) Faculty Researches
 - (i) Extension and Community Involvement
- (2) What are the implications of the profile alignment with the following thrusts of Philippine Higher Education (CHED):
- (a) Quality and Excellence
 - (b) Efficiency and Effectiveness
 - (c) Relevance and Responsiveness
 - (d) Access and Equity?
- (3) What policy implications can be recommended for the improvement of the teacher education institutions in the region?

Assumptions

The study guided by the following assumptions:

- (1) The Profile of Teacher Education Institutions (TEIs) in the Bicol Region in terms of Curricular Program offerings, accreditation status, number of school by province and by type, enrolment profile, performance in licensure examination, faculty qualification, students assistance and scholarship programs, faculty researches, extension and community involvement varies.
- (2) There are implications aligned with the thrusts of Philippine Higher Education (CHED) along quality and excellence, efficiency and Effectiveness, relevance and responsiveness, access and Equity.

Policy implications can be recommended for the improvement of the teacher education institutions in the region.

Scope and Delimitation

The main goal of the study is to determine the status of the Teacher Education Institutions in Region V. It particularly focuses on the Profile of Teacher Education Institutions (TEIs) in the Bicol Region; and, the implications of the profile alignment with the thrusts of Philippine Higher Education (CHED).

The participants of the study were the State Universities and Colleges, Community Colleges, Private Colleges and Universities offering Teacher Education Program.

REVIEW OF RELATED LITERATURE

What do student teachers need to learn in order to become effective? Teachers in the contexts in which they will be employed? That is the most fundamental of all the questions that can be asked about teacher education.

The crucial factor is the foundation on which the professional training is based. Especially controversial were the relationships between the university or college offering the programs and the schools for which the student teachers were being prepared. Traditionally, schools provided professional experiences during the *practicum* component of the program, perhaps for up to three periods of three or four weeks a year. In some cases, the school became the locus of the program, with student teachers being based in schools rather than in universities or colleges. Crucial to this controversy was

the role of experienced teachers employed in the schools. Whereas it had been more usual for them to act as advisers and supervisors of initial school experience, they now sometimes undertook much responsibilities, such as designing and coordinating the whole program, with universities providing a supporting role and awarding the final qualification.

The types of institutions offering initial teacher education programs also vary from system to system. In some places, teacher education, especially at the elementary level, is offered in single purpose, state-run or private colleges known often as teachers colleges or colleges of education. In other countries, teacher education is offered by multipurpose institutions, sometimes called polytechnics, which are tertiary education institutions emphasizing training for a variety of occupations, for example paramedical services, occupational therapy, and journalism.⁷

Providing actual teaching experience in real school situations (the practicum) is one of the most challenging tasks for planners of teacher education. Traditionally, in the elementary school context, the student teacher was placed with a volunteer school teacher and would be assigned lessons to design, prepare, and present under that teacher's guidance. Usually these lessons would number about three per day, after an initial period of orientation and observation, for about three weeks each year of the program. The teacher would provide feedback on a selection of those lessons but, in order to develop confidence and independence, would not be present for all of the lessons, especially toward the end of the period of practice teaching. The college or university in which the student teacher was enrolled would usually appoint one of its own faculty to supervise this process and that person would visit and observe the student teacher on several occasions and would have the responsibility of reporting on progress and awarding a grade, after discussing the experience with both the student and the cooperating teacher. Student teachers would often have other assignments to complete as well as those involving face-to-face teaching. For example, they might be required to establish a file on school organization and curriculum resources in the school. In the context of the secondary school, in which the student teacher might be obtaining experience in a number of specialist subject areas involving more than one school department, a corresponding number of cooperating teachers and college or university supervisors might be appointed.

This traditional approach to the practicum has been criticized on the grounds that it militates against bridging the gap between theory and practice, when the two might be learned more effectively if integrated. In some cases the problem was approached by trying to make the university or college the site of more practically orientated school experiences. Thus, such innovations as laboratory schools were established at the university. Over the last three decades of the twentieth century, the bridge was sought in the form of simulations, such as microteaching. Microteaching usually occurred on the campus of the college or university. It consisted of scaled-down teaching situations in which shorter than normal lessons would be taught to smaller groups of students with limited numbers of teaching skills to be practiced in pursuit of a small number of learning objectives. Usually, teaching spaces were developed and built specifically for the environment of microteaching. The lessons would be videotaped, so that the student teacher could view the lesson, often in consultation with peers and a supervisor or mentor, and obtain feedback which could be used in re-planning the lessons.

Critics often claimed that professional experiences gained through such innovations as microteaching and such models as "performance-based" or "competency-

based" teacher education gave too much emphasis to the "performance" or "behavioral" aspects of teaching at the expense of insight and reflection. Accordingly, calls for more reflective approaches were made and were accepted. Marvin Wideen and colleagues,⁹ after an extensive review of research on the effectiveness of innovations in teacher education, including reflective practice, found little encouragement for their adoption, and concluded that such innovations have little ability to affect beginning teachers within teacher education structures.

Major challenges for initial teacher education in the twenty-first century include:

- (1) The raising of the status of the teaching profession to a level at which it attracts the best qualified applicants;
- (2) Harnessing rapidly developing technology to provide maximum learning opportunities for student teachers, especially those in remote areas and those in developing countries, where conventional resources such as libraries are impossible to resource adequately;
- (3) Discovering the optimum balance between theory and practice in the curriculum of teacher education in the many and varying contexts in which it is provided.
- (4) Developing teacher education structures and curricula that provide
- (5) optimal balances among the academic, humanitarian, aesthetic, and moral domains of human experience.

A redesign of our education systems (including teacher education) is essential if they are to be more effective in policy development for the long term and yet still retain their capacities to cope with the present. Since it is unlikely that there will be major increases in resources for education, the redesign of education systems will clearly need to make better use of current resources, both human and material. To accomplish this, we must aim for both quality and efficiency.

Commission on Higher Education (CHED) is task by the government to set up policy and standards for Baccalaureate and post-Baccalaureate degrees. It evaluates curricular programs of all higher education institutions and issue *Permit to Operate* to private schools that satisfies the standard. CHED has also the power to cancel permits and effect closure of private schools that violate policy, rules, and guidelines for quality education. In contrast with the DepEd that is active in in-service training of teachers, the CHED is active in pre-service teacher education by way of setting up expectations, conducting conferences, consultations, and encouraging linkages or consortium among higher education institutions.

In order to maximize the higher education system's contribution towards building the country's human capital and innovation capacity, CHED has to address the challenges besetting the subsector particularly the following: lack of overall vision, framework and plan; deteriorating quality of higher education; and limited access to quality higher education. To achieve the above sub-sectoral objectives, CHED has identified and will focus on five (5) major key result areas (KRAs), namely, (1) rationalized Philippine higher education system; (2) improved quality and standards; (3) broadened access to quality higher education; (4) transparent, morally ascendant, efficient and effective management system; and (5) effective organizational development.

To achieve its first mandate and objective, CHED shall focus on KRA 4: transparent, morally ascendant, efficient and effective management system. To achieve the first two (2) objectives of improving relevance and quality of higher education, CHED shall focus on KRAs 1 and 2: (1) rationalized higher education system and (2)

improved quality and standards. To achieve objective 3, CHED shall focus on KRA 3 and broaden access to quality higher education through diversified but comprehensive student financial assistance programs and by encouraging alternative learning systems and modes of delivery. To achieve objective 5 or strengthen CHED, organizational and human development programs shall be conducted and facilities and operating systems shall be upgraded and modernized. To strengthen other major stakeholders, CHED shall initiate programs to reform State Universities and Colleges (SUCs).

RESEARCH METHODOLOGY

This study utilized the descriptive-evaluative survey method of research in the treatment of the data gathered. The use of descriptive survey helps obtain the descriptive information that answers the queries set in the problem being posed. Descriptive method was utilized in drawing out the current status of the Teacher Education Institutions in Region V.

The evaluative method was used in examining available documents relative to the objectives of the study. Specifically on the status of the Teacher Education Institutions (TEIs) in consideration of the thrusts of Philippine Higher Education along quality and excellence, efficiency and effectiveness, relevance and responsiveness, access and equity.

The participants of the study were the State Universities and Colleges, Community Colleges, Private Colleges and Universities offering Teacher Education Program in Region V.

The library technique was likewise utilized to gather pertinent information from books, journals and other existing document-based researches. Likewise, the researcher also gathered information available in the internet to gather significant data which shows bearing to the research.

This research utilized varied means in the treatment of the data gathered. After the necessary data-gathering has been dispensed with, the resulting information were collated, organized, tabulated, analyzed and treated statistically. The tools used were **Frequency Count and Percentage Technique**.

RESULTS AND DISCUSSIONS

- (1) As to the curricular program offerings of Teacher Education Institutions, the programs are Bachelor in Elementary Education (BEED), Bachelor in Secondary Education (BSED) and Bachelor of Science in Industrial Education (BSIED) programs.
- (2) The number of Teacher Education Institutions that have accreditation level in Region V reveals that out of 74 schools (private, SUCs, and LUCs) 52 schools did not submit for program accreditation. And there were three schools under candidate status while only six schools have Teacher Education Programs accredited Level I, and nine schools with Level II, and there are four schools with Level III. It further reveals that out of 49 private schools only 13 schools have accredited Teacher Education Program and for nine SUCs all submitted for accreditation and for LUCs, not one submitted for accreditation.
- (3) As to the total Number of School by Province & by Type, Camarines Sur has the highest number of SUCs with four schools or 28.57%, and the rest has one SUC. The data also show that Albay has the most number of LUCs which is nine or 60% and Camarines Norte and Catanduanes have no LUCs. And the province

with the most number of private schools is Camarines Sur with 13 schools or 81.82% and the least with five schools is Camarines Norte.

- (4) Profile of Teacher Education Institutions in Bicol Region. The highest total enrolment of college students in the region was recorded in the S/Y 2012-13, with a total enrolment of 34,627 students. In the same year, the administration has given the biggest share to improve the nation's quality of education, and the DepEd has implemented its K to 12 program.

Majority of the TEIs in the Bicol Region belong to the private institutions with forty-nine (49) schools or 66.22%, followed by the LUCs with sixteen (16) schools or 21.62%, and last is SUCs with nine (9) schools or 12.16%. This discloses that there were more private schools offering Teacher Education Program.

Further, the findings revealed that in the last 3 years, female students have always dominated the male students enrolled in any type of TEIs in the Region. It can also be noted that the increasing trend of enrolment for Teacher Education in the last 3 years, starting from school year 2010-2011 with a total enrolment of 26,498, rising to 34,627 in school year 2012-2013.

- (1) With regard to the overall LET performances of SUCs, LUCs and private TEIs in a period of three years or a total of six board examinations. One of the most significant findings that can be deduced is that Elementary Education graduates perform better than Secondary Education graduates, through to both SUCs and LUCs, except for Private TEIs. Furthermore, the findings implies that SUCs and LUCs have produced a greater percentage of LET passers than the private TEIs. Hence, majority of the LET passers for elementary came from LUCs, whereas most of the LET passers for secondary were graduates from SUCs.
- (2) On Faculty Profile for the last three years (2010-2013), there are 194 male and 302 female who finished Bachelor's degree for a total of 496 teachers. There are 241 male and 490 female who are Master's degree holder for a total of 731; while 92 male and 252 female who are Doctorate degree holder for a total of 344. Therefore the sum total of all numbers of teachers is 527 male and 1,044 female with a total of 1,571 teachers.
- (3) On students' assistance and scholarship programs in the two categories of student assistance and scholarship programs, competitive versus non-competitive. Private type has the highest number of schools that offers both competitive and non-competitive assistance while the LUCs which is funded by the local government, has the lowest number of school that offers scholarships in any of the categories.
- (4) On number of schools with faculty researches, SUCs has the highest number of faculty researches among the three types of TEIs, while LUCs has the lowest having none at all. It should be noted that the importance of researches among the faculty as it is one of the thrust of CHED.
- (5) On extension and community involvement, among the three types of TEIs none have Special Centers and Institutes for Community and Extension Involvement.

Implications of the Profile alignment with the Thrust of Philippine Higher Education (CHED)

- (1) In determining the Profile of Teacher Education Institutions (TEIs) in the Bicol Region could have positive implications since it serves as a guiding framework for TEIs program planners and decision-makers have to conduct system-wide

investigations to identify prevailing strengths and weaknesses and to propose vital measures with quality, excellence, efficiency, equity, and responsiveness

- (2) The policy recommendations along quality and excellence are: CHED –to monitor and implement tighter requirements in operation of Teacher Education Program – to include accreditation and to strengthen voluntary accreditation; Moratorium for sub-standards TEIs; Adopt quality assessment concept ISA (Institutional Sustainability Assessment) for Non-accredited TEIs an outcome-based quality assurance audit is necessary; CHED to provide mechanism to support TEIs program and development, and; Networking/Benchmarking to strengthen TEIs.

On efficiency and effectiveness: LUCs should explore other short term courses relevant to the needs of the community, Ex. For Grade 11 & 12 (Tech-Voc Track qualifications); Qualification standards of LUCs should be framed; GE Teachers needs retooling/trainings to meet the competencies required for grades 11 and 12; Faculty development – to pursue graduates studies- provisions of scholarship grants, study leave with pay, deloading, tuition fees subsidy merits and other incentives, and; TEIs to provide Enhancement course to graduating students and retakers.

Along relevance and responsiveness, more provision for TEIs to have access to educational technology laboratories (funding agencies); and strengthen partnership and linkages for relevant instructional delivery – to explore new instructional processes, are the two policy recommendations.

On access and equity, the policy recommendations are: Necessitate a thorough reevaluation and revision of existing curriculum – to adjust to GE, Prof. Ed and major field areas; With R.A. 7836 requiring continuing professional education, in-service programs, DepEd, CHED, and TESDA will have to prepare in-service trainings; Availability of plantilla positions/slots by DepEd, and; Leveling the playing field – forge partnership between private and public TEIs to prevent conflict and to enter into compromise to harmonize their policies and operations of concerned programs.

CONCLUSIONS

Based from the above mentioned findings, the following conclusions are provided:

- (1) It can be noted that the increase of enrollees in the discipline of Teacher Education can be attributed to K to 12 program implementation, where the DepEd has assured a great demand for teachers because of the additional 2 years and kindergarten in the basic education cycle along with providing a better remuneration for teachers. That the private schools with tuition fee and other fees as a source of fund has the highest students' assistance among the three types of schools. Teacher Education Program is dominated by female faculty members and majority is Master's Degree Holders.
- (2) There are positive implications on the thrusts of Philippine Higher Education (CHED) particularly along quality and excellence, efficiency and Effectiveness, relevance and responsiveness, access and Equity.
- (3) There are policy recommendations given based from the findings of the study.

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²Republic Act No. 7784, <http://www.ched.gov.ph/>

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⁴National Institute for Educational Planning, www.unesco.org/iiep.

⁵**Educator's Journal**, (Quezon City: Phoenix-SIBS Publishing House, Inc., 2007).

⁶Carter V. Good, **Dictionary of Education** (New York: McGraw Hill Book Company, Inc., 2003).

⁷Marvin Wideen, Jolie Mayer-Smith, and Barbara Moon, "A Critical Analysis of the Research on Learning to Teach: Making the Case for an Ecological Perspective on Inquiry," **Review of Educational Research** (Volume 68, 2008), 130–178.

Developing conducive instructional environment to improve early childhood autonomy

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Abstract

Early childhood is a significant time when children begin to develop their place identity. In exploring ways to connect children with place, particularly nature, caregivers need to consider children's place perspectives in the various settings of their lives. This is important to the development of their place identity and environmental competency in using the environment to meet social and personal goals. Early childhood will be autonomous in terms not dependent on others, including teachers and parents and the environment. Early childhood will be autonomous in socializing at playmates to cultivate a sense of mutual love, mutual help. Early childhood autonomous will be able to learn from the experience gained to address the problems faced.

Keywords: environmental education, early childhood, autonomy

Introduction

Learning is the duty of each generation to become more qualified. Including the task of studying for an early childhood. At the early age period is often called the golden age (Hariwijaya, 2009). At the time of the facts at an early age the environment as a stimulant to the development of personality, psychomotor, and cognitive and social. According to the research about 50% of adults have the intelligence capability occurs when the child was 4 years old, 80% have occurred when he was 8 years (Suyanto, 2005) early Childhood has significant time to start developing themselves. They feel has a place to do her favorite activity. They need a place that is natural and it is their own identity.

The surrounding environment as a pleasant experience to build on the idea. That which requires education to build a conducive environment occupies an important position in the realization of the ideals of human being qualified. One of the characteristics of quality human is to have autonomy. Autonomy can not be made immediately.

Autonomy must be built as early childhood begin at an early age. Autonomy need to be trained from early childhood in the neighborhood knows it can be used as a learning environment. Studying for an early childhood early age can not be equated with learning how teens or early childhood adult. Talking about how learning for early childhood early age can not be separated from the means and methods that should be age-appropriate development. The emphasis of learning for young children to early childhood is learning while playing so that young children find learning fun. Learning to humans not only in school, but also the life of the learning environment. Likewise for early childhood early age that the environment is a place to learn. Early childhood environment an early age is the school and all that is in them (a teacher, a friend, yard, pets schools, parks, etc.). Other environmental closest to early childhood is the family

(parents, helpers, relatives, etc.). When a comparison to the amount of time spent early childhood in his life, then the answer is a time in the family. How important the family establish environments that provide valuable experience for young children early age. Furthermore, the environment for early childhood will establish autonomy for young children.

Definitions of autonomy in early childhood education

A definitions applied to the term autonomy. (Longman, 2011) defines autonomy as freedom that a place or an organisation has to govern or control itself or the ability or opportunity to make your own decisions without being controlled by anyone else. Put differently, (Collins Concise, 2008) adds that autonomy also means state, community, or individual possessing autonomy and philosophically it only by its own principles and laws. This definition suggests that autonomy enables people with a capacity to use and enjoy their right to control and manage themselves.

Autonomy in early childhood

Early childhood early age to go on a private autonomous effort necessary so that embedded autonomy in him. According to Rousseau that human beings are born free and education intended to build a new free man. Opinions Rousseau (Reed & Johnson, 2000 p. 65) emphasize early childhood youth autonomy. Provided that sufficient independence, freedom and the proper guidance they will use common sense and leads to goodness. Still according to Rousseau there are two types of dependence, ie dependence on things that are natural and social dependence on the man. Further Rousseau believed that work, learn, and play equally important for early childhood early childhood so that they have the freedom, in accordance with their personal interests. Needs to be a concern, although there is freedom in achieving its development, but there needs to be early childhood supervisor who will direct.

After considering various views at the top of the figure, the autonomy can be developed through appropriate methods. Therefore, this article is focused on the early childhood at the early age, it can be a wide variety of learning methods:

- (1) Circle Time, learning by circular no supervisor (teacher or parent) read a story or poem in the middle of the circle.
- (2) Circle the time, the learning associated with the calendar later attributed certain days, early childhood would guess a certain time.
- (3) Show and tell, counselors sent some early childhood experiences reveal the mentors continue the topic of the early childhood.
- (4) Game, counselors give an example of the game, once able to practice counselors provide educational payload so unconsciously them while studying.
- (5) Tells the story of an exemplary significant figures.

Supervising indispensable role in the development of early childhood autonomy. Among them is an autonomous development through fun activities, playing while learning. in early childhood is to show the totality of understanding into everyday life, both at school and in the wider environment (family, friends, community). in early childhood is to show the totality of understanding into everyday life, both at school and in the wider environment (family, friends, community).

This article shows that the autonomous will lead to the improvement of human qualities. Man who starts from early childhood early age. How important it is to develop

an autonomous character for young children as a preparation for early childhood poisitif future.

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The effect of organizational commitment and work environment on job performance of educational employees in Yogyakarta

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Abstract

Organizational commitment and work environment are factors that can affect job performance. This research aims at empirically examining the role organizational commitment and work environment on job performance of educational employees. The subject of the research are 1) educational employees at University of Ahmad Dahlan Yogyakarta (2) active and permanent employees (3) have been working for more than a year and (4) male and female employees. In this research, a non-randomized sampling technique was applied. Data collection technique applied in this research are organizational commitment scales, work environment scales, and job performance scales. The data were analyzed by means of multiple linear regression technique. The result of the analysis showed that: 1). there was a significant simultaneous positive relationship of organizational commitment and work environment on the job performance indicated by $(R_{y(x_1x_2)}) = 0,425$ with probability $p = 0,009$ ($p < 0,01$). 2) there was a very significant positive relationship between organizational commitment and the job performance indicated by $(r_{y(x_1)}) = 0,392$ with probability $p = 0,002$ ($p < 0,01$). 3). there was a significant positive relationship between work environment and the job performance indicated by $(r_{y(x_2)}) = 0,301$ with probability $p = 0,017$ ($p < 0,05$). The higher the organizational commitment and the work environment are the higher the job performance of educational employees.

Keywords: organizational commitment, work environment, job performance

INTRODUCTION

Employees are the main assets in an organization, which means the main organization resources (Munandar, 2001). An organization develops if only it is supported by individuals as human developing resources (Cascio, 1998). It is human resources that becomes an important factor in an organization because it determines the successful organization (Yulk, 2001). Prefer (1996) states that a working organization implementing a strategy to become a winner in a competition by maximizing human resources has proved its superiority among organizations implementing other strategies. Therefore, some important things of an organization should do are preserving, taking care of, managing, and developing human resources as efforts to improve the employees performance.

The existence of employees with high output in an organization will lead to a condition where the organization gets more benefits. If a employee in an organization shows low performance, it will negatively affect the organization especially on human resources such as playing truant, being absent, coming late, working indifferently, delaying tasks, being less active in communication and cooperation with seniors etc. so that it results in less productivity of the organization. The employees' low performance will seriously harm the organization, so that the organization tries hard to improve the

job performance and examine factors affecting their performance.

Wright and Bonnet (2002) state that organizational commitment is a factor affecting job performance. Organizational commitment determines how employees work and this affect their job performance. Apart from organizational commitment, Casio (1998) argues that one of factors affecting job performance is environmental condition. His argument is supported by the result of interviews and observation in research fields.

ORGANIZATIONAL COMMITTEMENT AND JOB PERFORMANCE

Meyer (1997) argues that employees with high commitment will work harder and will show better job performance than those of low commitment. Mathieu and Zajac (1990) state that employees' high commitment positively influence the organization such as slowing down the scale of coming late, absence and turn over due to the employees' high commitment tends to lead them work as the procedures and norms of organization. The theory meets the research result conducted by Angle and Perry (in Dessler, 2001), which shows organizational commitment is closely related to the ability of the organization and its employees to adapt themselves to unpredictable future conditions. This research shows that the employees with strong commitment show better level of presence and longer service compared to those of employees with low commitment (Somers, 1995)

Wright and Bonett (2002) reveals Koch'es and Steer's research result, which says that there is a positive correlation between organizational commitment and job performance. Employees with high organizational commitment tend to carry out duties better than employees with low organizational commitment. Handoko's (2006) research result reiterates that there is a significant correlation between organizational commitment and job performance. It means that the organizational commitment can be a good predictor for job performance and can influence how employees make an effort to work hard.

ENVIROMENTAL WORKING CONDITIONS AND EMPLOYEES' PERFORMANCE

Another factors affecting employees performance is the work environment. According to Potu (2013) good work environment positively and significantly affects the job performance. Van Dyne et al. (1995) says conducive work environment produces job satisfaction for the employees so that it will improve the performance for organization. Nitisemito (2001) says that factors, which affect the job performance, are secure of feeling to their future (due to pansion or compensation), having good relationship among employees and superintendents.

Work environment is anything around the employees that can influence themselves in carrying out routine duties (Nitisemito, 2000). Sedarmayanti (2001) says that non-physical working environment includes all conditions related to work relationship either among employees as well as employees with their superintendents or vice versa.

At research field there was a phenomenon, which reflects a problem related to the commitment and work environment among employees at University of Ahmad Dahlan Yogyakarta. This phenomenon is predicted to influence the job performance. This research empirically examined the role of organizational commitment and work environment towards the job performance particularly towards the educational job

performance.

RESEARCH METHOD

The Subject of the Research

The subject of this research were 50 educational employees at University of Ahmad Dahlan Yogyakarta. The selection of research subject was done by means of non-randomized procedure. It was done through certain characteristic identification, which includes (1) being educational employees at University of Ahmad Dahlan Yogyakarta (2) being active and permanent employees (3) having been working for more than a year and (4) being male and female employees.

Measuring Instrument

Job performance is measured by means of the job performance scale referring to work appraisal indicators set by Prawirosentono (2008), which are adjusted to special problems in the research field i.e. work quality, cooperation, initiative, creativity, and working speed. Organizational commitment is measured by means of commitment scale referring to commitment aspects proposed by Allen and Meyer (in Luthans, 2008), which covers *affective commitment, continuous commitment and normative commitment*. Work environment is measured by means of work environment scale, which refers to work environment indicators set by Nitisemito (200), which cover interpersonal between superintendents and employees, interpersonal relationship among employees, work place building condition, the condition of supporting facilities, and the layout of work place. The items of job performance, organizational commitment, and work environment scales are provided with alternative answers i.e. strongly agree, agree, in doubt, disagree, and strongly disagree.

Validity and Reliability of Measuring Instrument

The reliability of scales is analyzed by means of internal consistency method through statistical formula *Cronbach alpha*, while the validity is analyzed through *content valid* approach and then the total item correlation is related.

The results of validity and reliability towards job performance scale analyses result in reliability coefficient (α) as 0.800 with the range of item deviation index (*corrected item-total correlation*) ranging from 0.313 to 0.726. 8 valid items were used for the research.

The result of analysis on organizational commitment scale try out showed reliability coefficient (α) of 0.794 with item deviation index (*corrected item-total correlation*) ranging from 0.310 to 0.722. 10 valid items were used for the research.

The result of analysis on work environment scale try out showed reliability coefficient (α) of 0.750 with item deviation index (*corrected item-total correlation*) ranging from 0.308 to 0.675. 10 valid items were used for the research.

Data Analysis

In order to analyze the data a parametric statistical method was used. Data analysis was done by means of *SPSS 17.0 for windows* through multiple regression test.

RESULTS AND ANALYSIS

Prerequisite Test

Normality Test

Based on the result of normality test, it is known that the significant values of job performance, organizational commitment, and work environment scales showed 0.067, 0.208 and 0.596 with $p > 0.05$ so that each data was normally distributed. It means there was no difference between distribution sample scores and the population scores. In other words the samples can represent the population.

Linearity Test

The result of the relationship between job performance and organizational commitment test showed F value of linearity (F) of 17.121 with significant level (p) of 0.000 and the relationship between the job performance variable and work environment showed F linearity value (F) of 5.869 with significant level (p) of 0.021 ($p < 0.05$), which means there was a linear relationship or showing a straight line between the two variables.

Multiple Regression Test

The coefficient of correlation between organizational commitment and job performance was (r_{x1y}) = 0.392 with probability $p = 0.002$ ($p < 0.01$). It means there was a very significant positive correlation between the organizational commitment and the job performance of educational employees at University of Ahmad Dahlan. The higher the organizational commitment scale the higher the job performance of the educational employees it was and vice versa.

The coefficient of correlation between the work environment and the job performance was (r_{x2y}) = 0.301 with the probability $p = 0.017$ ($p < 0.05$). It means there was a significant positive correlation between the work environment and the job performance of educational employees at University of Ahmad Dahlan. The higher the work environment scale the higher the job performance it was and vice versa.

The coefficient of correlation between the organizational commitment and work environment simultaneously on the job performance was (r_{x12y}) = 0.425 with the probability $p = 0.009$ ($p < 0.01$). It means there was a strong significant positive between the organizational commitment and the work environment simultaneously on the job performance of educational employees at University of Ahmad Dahlan. The higher of organizational commitment and the work environment scales the higher the job performance it was and vice versa.

The influence of the organizational commitment and the work environment simultaneously on the job performance indicated R Square = 0.180. It means there was an effect of the organizational commitment and the work environment of 18% on the job performance and the rest 82% of other factors outside the variables of the research. The result of Anova test was $F = 5.174$ with the significance level of 0.009 (< 0.001) so that a regression model can be used to predict the job performance of the educational employees. From the results of analyses it can be concluded that organizational commitment and work environment simultaneously affect the job performance of educational employees at University of Ahmad Dahlan.

The above mentioned research finding reiterates previous researches, which say that the factor affecting the job performance is the commitment (Wright and Bonett, 2002) and work environment (Casio, 1998). Meyer (1997) says that employees with

high commitment will work harder and will show good performance compared with those of low commitment. Wright and Bonett (2002) reveal the research result done by Koch and Steers, which says there is a positive correlation between organizational commitment and job performance. The commitment is seen through some indicators among others loyalty, the involvement in institutional development, being proud of the institution and work position, devoting to the institution and the obedience to the institutional rules.

According to Potu (2013) go working environment positively and significantly affect the job performance. A conducive work environment creates the work satisfaction of the employees so that they will improve their performance for the organization (Van Dyne et al., 1995). The good relationship among employees and superintendents and the work environment condition, which is safe, convenient, and interesting, and the existence of office equipment representing someone's position will encourage the worker to work harder and he will be satisfied with the work environment. Furthermore, a bad work-environmental condition (uncomfortable, dirty, noisy, populous, unrefresh, hot working room) potentially causes the worker susceptible to diseases, stressed, difficult to concentrate to work, less productive, and unsatisfied with the work, which in the end may cause high turnover, which harms the organization.

The significant regression line indicated by regression equation was $y' = 17,340 + 0,228x_1 + 0,128x_2$. It means that the high job performance can be predicted from high organizational commitment and good work environment. In other words, it indicates that organizational commitment and work environment affect job performance. The above mentioned data are seen from standard coefficient of 0.228 and 0.128 (positive impact) respectively. Not only do organizational commitment and work environment affect the job performance, but also some other variables may affect the job performance.

CONCLUSION

According to the results of the data analysis and discussion of this research, it can be concluded that:

- (1) Simultaneously, organizational commitment and work environment are very significantly positive correlated with the job performance of educational employees at University of Ahmad Dahlan. The higher the organizational commitment and work environment they are, the higher the job performance it will be. Reverse, the lower the organizational commitment and work environment they are, the lower the job performance it will be.
- (2) There is a very significant positive correlation between the organizational commitment and the job performance of educational employees at University of Ahmad Dahlan. The higher the organizational commitment it is, the higher the job performance it is, the lower the organizational commitment, the lower the job performance they will be.
- (3) There is a significant positive correlation between the work environment and the job performance of educational employees at University of Ahmad Dahlan. The higher the work environment it is, the higher the job performance it will be; the lower the work environment it is, the lower the job performance it will be.

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Community- approach based on local wisdom: at bantul earthquake recovery cases

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Abstract

Earthquakes have devastated Bantul. Thousands of houses collapsed or heavily damaged. Thousands of lives lost. It is interesting to observe the events of the earthquake in Bantul and the recovery to restore the state. Psychologically, people of Bantul can survive facing the disaster. Not more than two years Bantul repaired damage resulting from the earthquake. Seeing this reality will bring forth a psychological approach to the question what makes the community of Bantul can quickly perform the recovery after the earthquake?

The study used to answer research questions of what makes a psychological approach Bantul Regecy society managed to do post-earthquake recovery. That is using a grounded research method. Sampling on the subject is done by selecting the snowball.

The results show that the psychological approach is undertaken by the earthquake victims in Bantul to perform recovery, which is using a community approach based on local wisdom. In communities affected by the earthquake in Bantul dig filososi local wisdom such as "isihbejo", "gagur gunung" spirit, and the values of kinship to restore the state after the earthquake.

Keywords: Community Approach, Local Wisdom

INTRODUCTION

An earthquake with magnitude 6.3 scale of shaking Bantul. The earthquake lasted less than a minute was a very big impact for damage to houses, governmental buildings, schools and public facilities and the like . The earthquake that occurred on May 27, 2006, 5737 people were killed, as many as 127,879 houses collapsed, 182,392 houses were severely damaged, and 260 219 homes with minor damage (Copyright works, 2007). The number of casualties and the house was still coupled with the destruction of schools, facilities houses and governmental buildings that amounted to thousands.

The recent earthquake in Bantul, leaving suffering physically, economically, and psychologically. Treasures collected by the owner for years with hard struggle, was damaged in an instant. So is the part of family members and neighbors who so loved died because of falling debris. Not to mention their brethren who experiences maimed for life, of leaving the trauma is so deep. Things to note from the Bantul people in facing disaster into lessons for post-earthquake recovery process. Bantul society including personality have been survival in overcoming the problems resulting from the earthquake. Bantul community relatively quickly restore the state after experiencing the devastating earthquake that are categorized as large.

As experienced Widoro, Bangunharjo, Sewon, Bantul After receiving the accident immediately take action to get out of the chaos resulting from the earthquake.

In Widoro, Bangunharjo, Sewon, Bantul was 90% severely damaged and collapsed. From 500 houses were left standing only 12 houses. In addition to physical damage to the building of houses, there were 50 residents who had inpatient care in hospital due to falling debris. Earthquake victims who died there were six people. Calamity that befell the citizens Widoro feels so heartbreaking. No more food and goods are left after the earthquake struck. Residents are in great shape flaws. Most of the residents feel confused for sustainability life. Residents experiences confusion. Family economic circumstances are at poor situation. Absolutely there was no more food. Residents also do not have enough money saved. Understandably, most of the citizens were into workers and peasants.

In such circumstances, people actually want to continue its activities to earn money for food ingredients can be bought. But to make a living after the earthquake clearly not possible. The reasoning is the state of the collapsed houses could not be abandoned. Also look for employment locally is not possible. Because after the earthquake did not run the economy. No economic activity at all, so there was not at all job opportunities.

Although located in condition cornered. It seems there is no more to look forward and closed the door to get out of crisis after the earthquake. But the villagers did not give in to fate Widoro. Widoro villagers make every effort to find a way out to remove the noose wrapped around their problems. Efforts made by the villagers Widoro is interesting to observe. They've been able to overcome the situation in a short time. Residents have managed to build houses that were severely damaged and collapsed about two years. The physical condition of the village has been restored.

Post-earthquake recovery villagers lived Widoro include successful. They could solve the various problems after earthquake. When compared with other areas affected by the disaster, the Widoro way to recover from the disaster into lessons for other regions. Given the other areas affected by the disaster that the efforts made for recovery is still stalled. And for other areas after the earthquake, besides resulting in damage to property and objects, but also cause greater social problems. For other areas after the earthquake it was a cause cracks of social capital, there is a conflict at the horizontal level. Disaster victims to be mutually hostile. Factor of social capital rift occurred because the victims scramble outside assistance as a result of uneven distribution.

Unlike the citizens Widoro were in difficult circumstances which social capital has been growing among residents up. Residents strengthen the brotherhood and togetherness to fight the build out of the problems that plagued the impact of the disaster. The ability to unite, strengthen unity, and strengthening of capital construction is interesting to be exploited. How a psychological approach that is way by villagers Widoro able to unite, strengthen togetherness, and strengthen social construction as an effective way to recovery after the earthquake? Departure from these research questions, qualitative research on the approach to Community-Based Local Wisdom: Bantul Earthquake Recovery Efforts undertaken by the researchers.

RESEARCH METHOD

To answer research questions regarding a community approach based on local wisdom: Bantul Earthquake recovery effort. The method used to answer research questions using qualitative. Qualitatively more appropriate as a way to answer the question research because researchers want to understand and exploring

(Denzin&Lincoln, 1994) regarding the psychological approach Widodo citizens to overcome various problems after the earthquake.

The research design used in this research is Grounded Theory Study (Creswel, 1998). This design was chosen because researchers want to develop concepts from the data collected. Researchers want to learn the meaning, intensity, and the actions of the subject (Charmaz, 2009). Techniques in order to understand a process that tends to change from time to time and goal oriented that occurs in a planned and in order to achieve certain goals (Strauss & Cobin, 1998).

Based on a Grounded Theory Study of research design, the techniques for collecting data using interviews and participant observation. Interview data collecting technique is most suitable due to get the data in depth to gain a psychological theory based on local wisdom in the context of post-quake recovery efforts (Strauss & Cobin, 1998). Participant observation carried out because the researchers directly involved in the scene in order to dig deeper data. As for using snowball sampling. Snowball is an analysis that is based like a snowball, that is a little sampling of subjects and the results are then developed to perform data mining process to find the larger concepts to explain the research question (Ahmadi, 2005).

RESULTS

Based on data collected from interviews and participant observation that researchers discovered the existence of solidarity, tolerance, and feeling at the same experience to resolve emergency conditions after the disaster. After the earthquake that occurred there is togetherness and growing altruism to help fellow victims of the disaster.

It can be seen after the earthquake people who are stricken by no lament, neglected, and have no care of her houses collapsed immediately. Their houses were absolutely damaged but they are in good condition. They always help each other although they got severe injured and houses were severe broken. In the abnormal condition of life, their solidarity grew up through giving help for their better life. The spirit of togetherness and solidarity among the victim was strong.

Medical personnel are assisted by other residents helped the handling of temporary accommodation for victims who are sick, get help after the new pickup was taken to hospital.

While mothers have a separate role that is not less important. Mothers set up public kitchens. Mothers gather food that remains. All food that can still be used for general cooking in the kitchen. Efforts of mothers to collect food is an important factor in the framework of post-earthquake recovery. Collected food mothers could be used for three days. Before outside assistance arrived, at least people still survive within three days.

After the rescue activities of citizens who suffer from pain can be handled and taken to the hospital. Soup kitchen as well as the logistics are already well underway. Residents took the initiative to hold a meeting to seek effective measures to save the situation. This meeting led by community leaders and village heads. Meetings held with a friendly atmosphere, producing some of the agreements that must be obeyed by citizens. Agreement which had established residents is the establishment of aid posts. Aid post is responsible for receiving all the help that comes from the donors. In addition, the post is also in charge of distributing aid in a fair and equitable in each

neighborhood. In each neighborhood there are units in charge of distributing posts directly to citizens.

Another deal in the community meeting is to form a committee to rebuild the collapsed houses and rehabilitate homes that suffered minor damage and was severely damaged. Residents agree that cleaning the house collapsed and damaged beyond repair are mutual cooperation. Similarly, during the rehabilitation of damaged buildings implemented in mutual cooperation.

Assistance from the government and NGOs in the country and abroad to accelerate the process of recovery after the earthquake. The assistance provided is a stimulation for residents to recovery programs for residents hold on commitment deliberations to resolve the various issues that should be based on a sense of togetherness and implemented in he same boat created mutual cooperation and solidarity. The foundation makes the distribution of aid, fair and without any conflict.

Ability to solve problems after the earthquake by building unity and mutual help make post-quake recovery a success. Within a period of less than one year of physical rehabilitation was successfully completed. All collapsed and damaged buildings has been successfully established. Moreover citizens are able to restore the economic condition of the family by doing activities work as laborers, farmers, or working in other sectors. This is due to residential homes as living quarters are comfortable to live. So that residents can rest easy to find sustenance for his family.

DISCUSSION

The villagers of Widoro are quickly able to perform recovery after the earthquake because there is a very strong social capital, though buffeted by the earthquake problem. Instead of an earthquake that social capital in the hamlet Widoro higher. Social capital that grows is the first, a sense of community to confront the problem. secondly, more social neighbors in need, although he was also affected.; Third, tolerance and elicits feelings of kinship of the same fate. This creates solidarity among citizens of the affected areas. Solidarity is the basis for citizens to carry out the distribution of aid in a fair and equitable. Solidarity also creates an absence of conflict to fight for the help that comes from outside parties (government, donors, and NGOs); fourth, mutual cooperation is still a part of community life at Widoro. The existence of mutual aid allows people to work together to resolve major low-cost activities. Due to the physical rehabilitation of the residents have had help building materials as a whole although not sufficient to build a house. Residents have to spend personal funds to cover the shortage buy the building. To cover the shortage of materials that do citizens who sell livestock and some are taking a savings. In order to meet manpower needs, the citizens do not need to think as citizens of a mutual help build a house or repairing damaged homes. Labor costs because it does not require residents rehabilitate homes voluntarily and without pay.

Four aspects of social capital that became the decisive element in post-earthquake recovery in the Widoro can develop either because people are still holding local moral values as a guide citizens to action. Local wisdom as a therapeutic community to deal with various issues affecting residents, such as earthquakes.

The values of local wisdom that a therapeutic community for residents of Bantul to survive disasters and recover relatively quickly in the conduct found by researchers are:

Eling Naliko Lara Lapa (To Remember when in Pain)

After receiving the devastating earthquake that villagers are not too long Widoro bemoan the fate of the disaster as it gets. Instead Widoro villagers immediately restore the activity because it has a value of *eling naliko lara lapa (remember when in pain)*. Suratno and Astiyanto (2004) explains that the value that contains the phrase contains *eling naliko lara lapa (to remember when in pain)* belief of the villagers as Javanese Widoro that everything in the world is experiencing a change. The existence of this belief is not expected Javanese too carried away in agony when faced with a less pleasant fate. This background the spirituality that all the changes that occur due to the will of Allah SWT. So the less pleasant events is a test from Allah to humans to be more patient and *tawwakkal*. This is what makes Widoro villagers succeeded in doing post-earthquake recovery.

Urip Mung Sadremo Nglakoni (Life is only doing)

Strength to survive in the face of the earthquake because the citizens have the local knowledge might be *urip mung sadremo nglakoni*. Suratno and Astiyanto (2004) explains that life is just living that all the events that happened because Allah wills it. The Javanese have a belief that Allah will provide the best path for his people so that a person should not despair when faced with matters of life, even a very severe problem. The existence of various problems of life became an awareness that the problems experienced life becomes a test to get away from learning to live (*kawah candra dimuka*) in order to achieve a better life hereafter, as an essential or eternal life.

Two things about being aware of the value *eling naliko lara lapa* and *urip mung sadermo nglakoni* that can form an attitude of life based on philosophy *isah bejo*. *Isih bejo* for shaping the character of the Javanese still feel lucky when faced with disaster. Because life should always be conscious when faced with real life problems and to live the will of god, then when there is a problem that afflicts can always look for the positive side. As seen on residents whose homes collapsed was still lucky because his family is still alive. Other residents whose homes were damaged was still lucky because there are remaining buildings that could be used. Residents whose homes were damaged as well thanksgiving healthy his house did not collapse, as experienced by its neighbors. For people who suffer ill family members still feel lucky because his soul might be saved. For citizens whose family members died was lucky because another family member of offering. The concept of living like this that makes people survive the trials of life of the earthquake and quickly perform post-earthquake recovery.

The next value that makes people Widoro has a strong social capital for post-earthquake recovery are:

- (1) *Tepa Slira. Tepaslira (tolerance)* became a social ethic for Widoro villagers to keep harmony in social life. *Tepaslira* state contains the value of putting oneself in others. This implies the need to have empathy for others. In everyday life this *tepa slira* applied citizens in maintaining harmonious life within a community. The existence of the harmonious life in citizens to behave do not make other people hurt, disappointed, hurt, suffering, and woe. The principle of life is to make the code of conduct citizens. Although residents are facing a catastrophe still have to maintain harmony in a way still has the ability to control himself to avoid the deeds and sayings that make other people hurt, disappointed, or suffer.
- (2) ***Urip Tulung Tinulung (Life is for help each other)***. In view of the Java *uripTulung tinulung* means implies that human life can not be alone. Humans

when in a better quality of life has to conduct cooperation or mutual help in any situation. This collaboration is also in order to produce optimum quality work. The existence of this belief is when people face the growing awareness of the earthquake to help each other in order to solve various problems resulting from earthquakes.

- (3) ***Rukun Agawe Santosa (Cooperation creates Strong)***. **Rukun agawe santosa** expression contains a meaning that the Java community strongly emphasizes living in harmony in family life, neighborhood, and community. This hoped someone willing to relent or let go of personal interests in order to create a harmony (Suratno and Astiyanto, 2004). Based on these values makes the reference point for citizens to determine a consensus that the best way to perform post-earthquake recovery is to create a condition which is applied together through mutual cooperation in building houses collapsed or damaged.

There are three grades of *tepa slira*, *wip tulung tinulung*, and can form a harmonious system *rukun agawe Santosa* cultural and social construction is patterns of behavior in dealing with major events, such as post-earthquake recovery should be implemented in mutual cooperation. Mutual cooperation is a major project in the form of fallen mountain, which is facing a tough problem and doing activities that require large energy should be based on: first, tolerance is able to empathize with others by behaving carefully in order not to make others suffer or disappointed, despite themselves are facing problems; secondly, there is mutual awareness of mutual help in any situation. Please help is necessary because human life can not be alone, but require the help of others; third, a big job requiring a harmony. The existence of this harmony makes a community strong in the face of any problem. To create a harmonious one must let go of personal interests for the creation of social harmony.

CLOSING

Using the value of local wisdom to guide behavior Widoro villagers in conducting post-earthquake recovery turned out to be effective. The value of local wisdom can be a therapeutic community residents to solve various problems caused by the earthquake and rehabilitation of mentally and physically by the earthquake.

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Thematic clipping of children's language for effective learning

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Abstract

Kindergarten education is a bridge between the home and people such as school and also other environments. Kindergarten is an educational institution which organizes educational programs for children aged 4-6 years. Kindergarten implies a comfortable place to play and has the principle "Playing to Learn and Learning to Play". The study of thematic clipping not only could be implemented in the language area but also could be given as homework at home, with the given homework at home, the author hope that the parents give such contributions in this study. Children are not given a lesson in another institutions using "Reading, writing and counting technique" and reduce serving children to watch TV program such as cartoons that show violence, pornography, cruelty, revenge, crime, etc. If collaboration between the kindergarten school and parents done successfully, it would create a good children as expected.

Keywords: kindergarten, education, learning, children activity

INTRODUCTION

Kindergarten is the first formal educational institute after family education. Kindergarten education is a bridge between the home and people such as school and also other environments. Kindergarten is an educational institution which organizes educational programs for children aged 4-6 years. Kindergarten implies a comfortable place to play and has the principle "Playing to Learn and Learning to Play". Development of teaching and learning in Kindergarten include: moral and religious value, social, emotional, language education, cognitive, physical, motoric and art (Permendikbud: 137).

Language education is an essential part of learning activities. The teacher plays a role in the development of language. Language education is integrated into other activities. The development of language is very important because kindergarten ages grow rapidly. The main tasks of language expected to master 25,000 vocabulary (Hurlock, 1990: 113). Speaking in kindergarten is developed by words and sentences as part of comprehending or uttering the idea and preparation to speak, think logically, systematically and analytically.

Based on the upgrading book of Depdiknasin *Speak ability: Diversity of sources* is a good thing in language education. Environmental sources such as animals, plants and natural environment are source of words or vocabulary for the children. The more sources obtained the more words or vocabulary acquired (2005:12). This is consistent with the objective of language education in kindergartens as seen on the upgrading book of Depdiknasin *Developmental Psychology: Developing the ability to have an extensive vocabulary about the name of plants, animals or objects that are available in the environment is the goal of language education in kindergarten* (2005: 102).

Vocabulary development highly depend on the interaction of children and environmental conditions. The development of language is closely related to the development of reading and writing. Oral language ability is the basis for the development of reading and writing (paper, sugito 2005). Source of vocabulary can be obtained from the environment such as plants, animals and nature around the child, the more sources obtained the more words obtained and gained (Depdikbud, 2000:12).

The principle of learning in kindergarten is "Playing to Learn and Learning to Play". But the fact, many kindergarten held "reading, writing and counting lessons" which become the people's favorite. If there is no reading, writing and counting lessons, the parents take that lesson in another institution who teaches reading, writing and counting lessons for kindergarten children. Even many parents ask institution to give homework for their children as like as in Elementary school. This phenomenon makes the author wrote about innovative learning with thematic clipping technique as a field of language development in kindergarten, to enlarge the children vocabularies children, so they could read, write and count quickly as they enjoy doing tasks without being forced.

Thematic clipping is an article clippings from magazines and newspapers that need to be documented with the technical approach of the theme. Since the kindergarten aged child is identical with playing, so the cuttings we mean the tangible cutout image (millenium 2002). Development of everyday language for kindergarten children through animal conversation with pictures, stories from the book are also using pictures. For children, the picture is a representation of ideas and meanings that are usually used to tell a story or convey an idea. A picture development will go hand in hand with the development of the child's concept of reading. Montessori reading game is done with the help of images. Author wants to write about thematic clipping as language learning skills because of the ability of reading and writing are just one part of a child's overall language skills. They are the essential to the learning activities in kindergarten.

OBJECTIVES AND BENEFITS

- (1) To help the students developing language effectively in Kindergarten.
- (2) Attracting children in learning activities so that children do not get bored.
- (3) Make it easy for children to multiply vocabulary by using source (picture).
- (4) Growing children's interest to love reading books.
- (5) Streamlining the maturity of soft motoric skills through cutting activities.
- (6) Train the children's courage in expressing their opinion.
- (7) The usage of magazines, worn-out newspapers and others.

DISCUSSION

The study of thematic clipping not only could be implemented in the language area but also could be given as homework at home, with the given homework at home, the author hoped that the parents give such contributions in this study. Children are not given a lesson in another institutions using "Reading, writing and counting technique" and reduce serving children to watch TV programme such as cartoons that show violence, pornography, cruelty, revenge, crime, etc. If collaboration between the kindergarten school and parents done successfully, it would create a good children as expected.

This is according to the results of research Izzo et al, 1999 in the American Journal of Community Psychology, 27(6), shows that when parents and schools collaborate effectively, the child may behave and show a better performance. In

accordance opinions Greenwood and Hickman (Gurbuzturk and Sad, 2010) states that parental involvement make a positive contribution in academic achievement, positive attitude and behavior, the readiness of the child with homework, increasing time children spend with parents and the child's awareness towards well being.

Language is as the means of communication and it is a very important tool in life and also a tool of conveying and understanding our thoughts, feelings to others and serving as a tool for developing children expression (Depdiknas, 2003: 103). Children's language development vocabulary is less than optimal because of the lack of media use in the learning process, something which can be used to deliver the message from the sender to the receiver so that it can stimulate the mind, feelings and attention so that there is a learning process. Djamarah (Elyuwati, 2005). Clipping is a medium in multiply thematic vocabulary because by reading images, the spoken language skills which will be the basis for the development of reading and writing.

The scope of the development of language appropriate level of achievement in a child's development Permendikbud 137 in 2014, namely:

- a. Understand the language, among others: listen and distinguish sounds in the language (sound and speech), know the vocabulary, understands several commands simultaneously, repeat the more complex sentences, understand rules in a game, happy and appreciate literature.
- b. Disclose languages include: answering questions as questions, express opinions to other people, stating the reason for something to be desired or disapproval, telling and enriching vocabulary, oral communication, recognize the symbols for the preparation of reading writing and arithmetic, have more words to express ideas on others.
- c. Literacy among other things: recognize the symbol, animal sound objects, create meaningful graffiti, call groups of images that have the same sound to understand the relationship of sound and form of letters, read write and understand the meaning of words in the story.

The achievement of the language development of language in understanding, revealed and no visual literacy will be fail, then clipping thematically as being effective, for the author to convey the preparation of planning, measures and reports on the activities of the following activities:

a) Preparation or planning

1. Preparation of program and technical implementation in the area of language learning

Clipping implemented in the area of language according to the program every two days, the teacher prepares books, old newspapers as well as equipment magazines tasks given to children in accordance with instructions of teachers, children search for images according to the theme that is being implemented. Eg theme work, the doctor orders an image swatch teacher, then a pair of scissors and glue to the scrapbook, for children who can or wants to write should be written underneath the doctor.

2. Preparation of program and learning techniques clipping with homework

Teachers socialize activities on children's parents then assign tasks according to the theme of activities carried out at home, with the children brought books contents liaison trustee statements that are mandatory and scrapbooks each - each child has been written in working order according to the theme.

3. Parents provide space-materials as well as materials and equipment used for clipping. Children must be accompanied not to cut the book is still used. Homework or task is given every Saturday and Monday in the scrapbook and book liaison taken to kindergarten to be discussed and read with children and teachers.
4. Core activities
Children were told to do the work in their respective groups in accordance with instructions in turn, children in the area of language ready for searching, open reading magazines, old newspapers and others, then cutting out images and text posted on scrapbook with each corresponding command, the guidance of teachers. Children were told to read and tell each picture in turn.

Step - step discussion of clipping :

1. Teacher gives an example of clipping to children
2. Teacher read the image / results of clipping in front of children
3. The teacher tells the image content in children
4. A child asked the teacher about the content of the image made by teacher
5. The teacher tells the children to prepare each scrap book
6. Children read the image clipping are made alternately and communicating the contents of the image clipping in front of friends - friends .
7. Children with children and children with the teacher make discussion of images then they made with simple question and answer
8. The teacher gives praise and stars for children who are brave enough and give encouragement to children who have not dared to advance storytelling and lead the discussion.

Learning Outcomes

Based on the research results brother Hartini in Kindergarten of Aisyiyah, Bustanul Affal, Krapyak Wetan for 3 months proved that based on the observation, assessment work, and portfolio documents of 15 children in the early months, about 11 children scored dersong or undeveloped (BB) and the value dersu 4 children or (BSH), at the end of the observation results are 2 child gets values to dersong or undeveloped (BB) and the value even developed very well (BSB) 13 children.

This success is due to a big share of the parents, this is in line also with the findings Sayekti (1994) which concluded that the family has a major contribution to the adequacy of child adjustment that will ultimately affect children's achievement. Also according to Ki Hajar Dewantara 1935 said that the family is the primary educator from the Tri education centers namely: the natural family, nature education and nature youth movement. In line with Kotaman (Gurbuzturk and Sad, 2010) explained that an active parent involvement can have a positive effect on various aspects of development.

It is clear that parents are a big hand in the success of their children in all areas of education development. Thematic Clipping activities undertaken for homework help to facilitate the development of language skills. One of the serious problem faced by the child is the lack of creativity. They tend to be silent or they are often not serious, difficulty in adjustment in joining lesson. After looking for the cause, it shows that their parents do not support them with means and collects statement reports. The difficulties can be overcome with intensive individual approach, in consulting with parents and even making home visit.

CONCLUSION

From the results of the writing, it can be concluded are as follows:

- (1) The study of thematic clipping implemented effectively to facilitate conversations between the children and teacher.
- (2) Clipping Thematic held 2 days with homework to do at home gradually increase seen in the discussion of the event, according to the child's active argues done at home, respectively.
- (3) In the group's activities in the area of children's corner diligent, enterprising, energetic and responsible.
- (4) Thematic Clipping can be an effective language learning in Kindergarten because according to plan prescribed time in accordance with the expected capabilities, achieved, even more rapidly in children receiving activities, can be enjoyed as well as a satisfactory result.
- (5) Thematic Clipping creates children tend to love reading and writing quickly.
- (6) Thematic Clipping in still habituation for children early to practice reading and writing, cultivate children's interest in reading.

RECOMMENDATION

Based on the results mentioned above, author delivered some recommendation for teachers, schools and government as follows:

Teachers should be more careful in choosing activities that fit the theme for the activities more meaningful. Teachers should be more creative in providing activities for children, the children enjoy doing activities with intended results trustee. The principal should always be active directly in leading teaching and learning activities. Principals should be more innovative and creative in developing learning in children so that children do not get bored active. Schools should provide adequate means for krgiatan learning, children do not have to be new and purchased. Parents should be always active to pay attention to their child in following study activities. Parents can assist learning activities at home calmly, with no tension and emotion, having the children learning at home simply by providing tools / media that they need and let them learn by themselves. Parents must be known the children's development and school activities taught them, so parents can help them if they found any difficulties.

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Student- teacher motivation creativity for growing local wisdom empowerment

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Abstract

Indonesia is a country with outstanding natural resources. Indonesian natural resources covers of diverse ethnicity, culture, customs, traditional outcomes such as cloth typical of the area, traditional food and local arts and natural scenery. Indonesia region's potential for granted can be used, so that Indonesia did not miss with countries that are members of the MEA to jointly penetrate the international market. The wealth of Indonesia's natural resources should be utilized to improve the community economy. Indonesia requires creative personnel are able to provide a meaningful contribution to science, technology, and art so natural potentials based on local wisdom can be beneficial to the welfare of the nation in general. By utilizing local knowledge creatively Indonesia will be able together with state incorporated in MEA can compete in the international arena. Indonesia needs education enabling the development of creativity of learners in order to meet individual needs and to evolve in his day.

Keywords: ASEAN, comparative advantage, Indonesia, nation potency

INTRODUCTION

Indonesia has the third largest tropical forest in the world with reserves of natural gas, oil, copper, gold and other minerals. Indonesia also has the potential of the region in the form of traditional dance, performing arts, traditional music and visual art or sculpture to traditional solidarity that has been deeply rooted in society. Indonesia has a land area and vast oceans, occupying 1.3 percent of the area of the earth, about 10 percent of the species of plants and flowers in the world, 17 percent of birds, 25 percent of fish species, 10 percent of the area of tropical forest the second after Brazil in World Bank 1994. Indonesia's population of 251 million people. The total population in the productive age range is also great. Productive age population in the 15-64 year range around 44.98% of the population of productive age will continue to increase until 2025. Indonesia was enjoying the demographic bonus until the end of 2025 Proportion of population of productive age demographic is the potential for development. Comparison of the population of Indonesia entered the productive age with ASEAN countries is 38: 100. Every hundred of child bearing age in ASEAN, 38 of them were in Indonesia.

Most people have heard the term Asean Economic Community (AEC). MEA is the economic community of ASEAN or the ASEAN Economic Community (AEC). MEA agreed by the government in the 12th ASEAN Summit in Cebu Philippines, January 13, 2007. The establishment of the AEC is expected to realize the achievement of an area that is highly competitive in the international arena. Indonesia is very rich social potential but it turns out the economic competitiveness of Indonesia is lower than the State of Singapore, Malaysia, and Thailand

Investment Indonesia is also lagging behind when compared to other ASEAN

countries. The number of unemployed in Indonesia turned out to be very large. Based on data from the Central Bureau of Statistics in August 2014 dri 121.9 million labor force of about 7.2 million in a position of jobless. The poverty rate in Indonesia is fairly high. BPS recorded that Indonesia's population below the poverty line until September 2015 reached 28.51, or 11.13% of the total population of Indonesia Teguh Durtanto, Head of the Poverty Assessment and Social Protection LPEM FEUI said the rising number of poor period September 2014-March 2015 reached 860 thousand people, and an estimated population of skin noodles in Indonesia will increase by 1.5 million until the end of this year. (<http://bisnis.liputan6.com/read/2321940/jumlah-orang-miskin-diprediksi-nai-hingga-15-juta-pada-2015-ini>).

DISCUSSION

Indonesia region's potential for granted can be used, so that Indonesia did not miss with countries that are members of the MEA to jointly penetrate the international market. The wealth of Indonesia's natural resources should be utilized to improve the community economy. Indonesia's population of about 232,516.8 million people improved must be qualified human resources. The number of teachers in Indonesia reached 2.92 million people (<http://kantorberitapendidikan.net/jumlah-guru-di-indonesia-berlebih/>). Human resources can be increased through educational institutions or schools. Teachers must be able to motivate students to be more creative in order to empower local wisdom.

The world of education is expected to produce qualified human resources, human beings are able to live and survive in the future. Students must be prepared to be able to face the changes in life, then the student must be provided with the mental and science. Students should be prepared to have adequate human resources and superior quality, human resources able to master and develop science and technology, which has the intelligence and creativity, personality and perseverance and moral) life skills. Human resources are able to accept, adapt, develop, define, create, and address the needs and changes of life. According Munandar (2009) education has a crucial role for the development and self-realization of individuals, especially for the development of the nation.

Educators have a responsibility to motivate, develop young people (students) who have a characteristic, high-power struggle, and have high creativity. Most people assume the success of living is determined by intelligence, but now many people are already aware that creativity is indispensable for life The success of someone. Teacher gives students the opportunity to think, argue, make decisions on the basis of alternative observations, data collection, classification, analysis, synthesis and evaluation of their own work. Environmental education can serve as a spur and a creative developer.

According to Greenberg and Baron work motivation is the power of individuals to go beyond, to succeed in this difficult task, and do it better than others (Siregar, 2013). According Mangkunagara (2009) motivation is a process which needs to encourage a person to perform a series of events that lead to the achievement of a specific goal. Educators can develop the creativity of students so that students are able to create and find techniques and creative strategies, innovative, which can be used to deal with the problems of life in the future, cramming knowledge and information does not help much because the students are not necessarily in the future they can use the information.

Optimal development of creative thinking ability is closely related to the way of

teaching. Non-authoritarian atmosphere when learning on their own initiative can flourish. Guru put his trust in the child thinking and bold new ideas and when given the opportunity to work according to their interests and needs, so in this atmosphere of creative will flourish. Creativity is one aspect of the human qualities that are currently expected to play a role in supporting the development of the nation and state of Indonesia which is experiencing a fairly complex problem. According to Rawlinson (1981) includes imaginative creative thinking, the possible answers or ideas that many, divergent, and lateral. With human creativity has the adaptability creative and imaginative skill, so that man will be able to find a solution to the problem in a new way in following the changes that occur, continue to move forward, do not float or sink in the competitive nation.

As national education goals set forth in the Guidelines of 1993, which is to improve the quality of Indonesian human the man who is faithful and devoted to God Almighty, virtuous noble character, personality, independent, advanced, resilient, intelligent, creative, skilled, disciplined, work ethic, professional, responsible, and productive, as well as physically and mentally healthy. Symptoms appear in the Indonesian students, creativity is still relatively low. Students seldom express creative ideas at the time to follow the lessons in class, mostly passive, just do the assigned teachers without effort, without passion to be creative in building discussions. Hermans in Monks (1989) students are passive and they do not have any creative ideas caused by anxiety of their failure.

Maslow in Munandar (2009), with creative people can manifest itself, and self-realization is a basic requirement at the highest level in human life, it is a manifestation of individual creativity fully functioning or quality. According Munandar (2009) creativity of Indonesia is still low, and there is a tendency in Indonesia creativity cannot develop optimally in the subject among students. Utami Munandar (2004) a lot of explanation about the importance of creativity, among others:

- (1) Creativity is essential for growth and personal success, and it is vital for the development of Indonesia; in this connection the role of parents, teachers, and the community was crucial.
- (2) The development of quality resource that is capable of delivering Indonesia into a leading position, at least in parallel with other countries, both in economic development, political, and socio-cultural, in essence requires our commitment for two things: a) the discovery and development of talents excel in various fields, and b) stacking and development of creativity are basically owned by everyone, but it needs to be found, recognized and stimulated from an enlargement.
- (3) Companies recognize the enormous significance of new ideas. Many government departments are looking for people who have the potential of creative-inventive. These needs have not been sufficiently able to be served.

Natural potential is now no longer able to serve as the cause of a nation that is not packed with creativity. According to Campbell (1986) creativity is an activity creates new thing (novelty), which means that innovation has never existed before, and useful (useful), more practical, easier, overcome difficulties, and produce better; understandable (understandable) the same result can be understood or to understand and can be made at different times. Bali actually is utilizing local knowledge both of the natural scenery, cultural richness of the fabric traditional, dance, culture, tradition to promote the region, as a reference for other areas to increase the number of domestic or

foreign tourists, and increase the export commodity craft.

CONCLUSION

Indonesia requires creative personnel are able to provide a meaningful contribution to science, technology, and art so natural potentials based on local wisdom can be beneficial to the welfare of the nation in general. By utilizing local knowledge creatively Indonesia will be able together with state incorporated in MEA can compete in the international arena. Indonesia needs education which enable to develop the creativity of learners in order to meet individual needs and to evolve in his day.

Indonesia requires creative people who are contributive to science, technology, and art. So natural potentials based on local wisdom can be beneficial to the welfare of the nation in general. By utilizing local knowledge creatively Indonesia will be able together with state incorporated in MEA can compete in the international arena. Indonesia needs education is education that is able to develop the creativity of learners in order to meet individual needs and evolving in his day.

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Implementation of innovative curriculum at senior high in rural areas schools of Indonesia

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Abstract

This paper aims at improving the concept of curriculum innovation in developing countries, especially Indonesia. This concept is divided into 3 parts. There are: required education that began within the morning from 7 a.m. to 9 a.m. , then talent interest learning from 10.30 a.m. to 12 a. m., the last session of teaching is learning tutorial from 1 p.m. to 2.30 p.m. This concept of the innovative curriculum can deliver the students into the university that the students need. So, scientifically, the students can improve the theory and practice in their learning , and capable to be an innovator . When the students coupled with the other students from the developing countries, scientifically, the education will contend.

Keywords: innovation, curriculum, education, rural school

INTRODUCTION

Education is an attempt to humanize humans (Prayitno, 2009). Education could be a process facet of the nation's progress. Failure of a nation are going to be a serious impact on the state. Nation that fail of education can lead to harm to the wheels of progress of a nation. Example: Indonesia, that has fertile soil prosperous, *gemah ripah loh jinawi* Javanese individuals say, however the state still imports the fruits, pulses, from abroad. Indonesian nation said my sailor ancestors however the state continues to be commercialism fishes from abroad. This nation that has natural resources, crude oil, but we export crude oil is then we have a tendency to buy oil thus from abroad, whether the wealth of our explicit food supply isn't ready to meet the needs of food and facet dishes? Does the younger generation in terms of human resources aren't able to process the raw materials into finished product, thus we've got to import from abroad? Whether it can be said that the elements of Indonesian education is wrong.

Currently, education in Republic of Indonesia is regulated by Law No. 20 of 2003 on Education of National System. All of education held in Republic of Indonesia, both structured and unstructured. Structured, education in Republic of Indonesia is that the responsibility of the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud), formerly the Ministry of National Education Republic of Indonesia (MONE). In Republic of Indonesia, all residents are needed to follow the program required education for 9 years, six years in primary colleges and 3 years in junior high school / madrasa Tsanawiyah. Whether or not from the Republic of Indonesian education is able to manage the wealth of Indonesia that within the year 2016 should be able to compete and collaboration between MEAs. Is Indonesia as a developing country need improving current educational system into a modern educational system? Within which the goal of education for the individuals of Indonesia is getting ready individuals to earn a lot of, to be ready to live financially viable within

the future. Current developments, education can not provide assurance that when a man has a college education will get a decent life financially. That phenomenon makes public confidence declined to the world of education today, resulting in decrease in the spirit and passion of the students in learning.

Learners within the school institution has a very important place, the school will move forward if it has learners, that learners are often directed in accordance with the aim, vision and mission of the school. According to Article one paragraph four of Law Decree no 20 of 2003 on the national education system, students are community members who ask for to develop themselves through education process on track level and kind of education. Here it could be interpreted that the learner is a cluster of individuals in society who need the science so as to develop the potential of the human being. Since human birth to adulthood basically they need a science. The knowledge gained should not be of sitting in school. The initial process of human birth obtained from the child's education is the family life education which is not done naturally, based on human growth and development process. When four years recent boy till following kid enjoys faculty name. That from the start, the kid is introduced to the first Childhood Education (ECD) moreover, Elementary, junior high school, senior high school, then faculty. From here will get Formal Education. Education makes children as learners and students. Learners/ Students who seek to develop themselves through education sometimes have a lot of obstacles that occur in the school. Teachers still regard the learner as inanimate objects, which still need to be set - set as desired and the teachers considered the student is not able to develop their ability. The student regarded as inanimate objects do not apply to education that gives students the freedom to improve their creativity, so that educators still consider the student has not been able to and just needs to be given not to explore. If we consider further, resulting in less than the maximum learners in using their ability to self-development, so that the speed of development of learners in education, not as fast as the development of technology and market developments, so inevitably the education output became less updates. This makes the output of education in the world is not ready to work. Here sometimes the teacher forgot his role as facilitator. Learner is the figure of an individual who needs directed, to be able to evolve towards a lot of sensible. So as to strike a balance between technology and market developments.

Forward and whether or not science education in educational institutions have to do with a teacher. This is consistent with the results of research Kande (2011) which concluded that "the level of teacher education, knowledge about the standard of education, peer support teachers, school leadership style, and physical environment of the school has positive influence on the performance of teachers". Teachers according to Wikipedia has the which mean of a professional educator with a primary task of educating, teaching, guiding, directing, train and assess. Government Regulation No. 19 of 2005 states that the educator (teacher) should have academic qualifications and competence of a learning agent. Competence in question is pedagogical competence, personal competence, professional competence and social competence. Implementation of the main task of the teacher cannot be separated from the ability of a teacher within the mastery of knowledge, application of knowledge and skills as competencies required as mandated by National Education Minister Regulation No. 16 of 2007 on Academic Qualification Standards and Teacher Competency.

Most of the teachers at school who works as a tutor alone, and each day tasks teachers teach from Mon to Saturday. This makes the teacher ne'er see the

broader world, so the material being taught the teacher is the material they learned in university. Teacher tenure has been more than ten years, and that they are on a daily basis simply to go to school simply never develop themselves and see the surface world, of course, give material that is still ten years. Education should prepare man who is prepared to compete ten years to come, and therefore the teacher as a mentor students toward that direction, should predict whether or not the talents they have next ten years. Not many of teachers who are reluctant to develop her skills so as to enhance the standard of students. Teachers are a lot of likely in a static condition where as already facing constraints or rules that exist in faculties.

School as an educational institution, is actually the most important goal to prepare students to improve themselves, should be innovate and have independence in learning new things, so that when students have entered the world of business and work, they can learn things quickly. Not only children SMK are prepared into force ready to work in a company, but children who graduated from senior high school and then continue to university. Supposedly, these agencies must be able to provide appropriate curriculum to the students so that when they had been time to get out they were ready to compete with state of other developing countries, whether they want to be a position of an employee in an agency or as a leader in his own company. A lot is happening right now in the field, children who graduated vocational better behavior than their selling power - they are learners former student who never attended college, what's wrong with our education? Is that one of the current students in college or college curriculum that has not been able to make us an innovator who is able to attract and salable when it is outside the campus. From here the author is interested in writing Inovative Curriculum Implementation at Senior Hight School in Indonesia Rural Area.

THEORITICAL FRAMEWORK

Innovation

An Innovation is an idea, practice or object that is perceived as new by an individual or other unit of adoption. It matters little, so far as human behavior is concerned, whether or not an ideas is "objectively" new as measured by the lapse of time since its first use or discovery (Everett M. Rogers, 1983). Innovation is an idea , things that are practical, method, manner, goods - man-made stuff , which is observed or perceived as a new thing for a person or group of people (society) . New things can be a result of the invention or discovery, which is used to achieve a particular goal or to solve the problem (Udin Syaefudin Sa'ud, 2010).

Curriculum

Understanding the curriculum as dimension associated with the idea basically implies that the curriculum is a set of ideas that will be used as guidelines in curriculum development further (Toto Ruhimat 2011) curriculum in a broad sense is all the experience that given the institution to the students during the training. (Suharsimi Arikunto & Lia Yuliana , 2013) Alternative beliefs about purpose of the curriculum are described by three metaorientations or positions :

- (1) In the transmission position the function of education is to transmit facts, skill and values to students. Specifically, this orientation stresses mastery of traditional school subjects through traditional teaching methodologies
- (2) In the transaction position the individual is seen as rational and capable of intelegent problem solving. Education is viewed as a dialouge between the

student and the curriculum in which the student reconstructs knowledge through the dialogue process. The central elements in the transaction position are an emphasis on curriculum strategies that promote problem solving skills within social contexts in general and within the context of the democratic process...and development of cognitive skills within the academic disciplines

- (3) The transformation position focuses on personal and social change. It encompasses teaching students skill that promote personal and social the environment rather than an effort to exert control over it. (Carlid D. Glickman,dkk,2009).

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. 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. Even though 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).

According to Cahyono and Widiati (2011: 1), curriculum is a set of plans and arrangements covering educational goals, contents, learning materials, and learning methods intended as the guidelines in implementing the teaching and learning process to achieve the goals that have been set. In addition, Good as quoted in Connelly and Lantz defines curriculum as a general overall plan of the content or specific materials of instruction that the school should offer the student by way of qualifying him for graduation or certification or for entering into a professional or vocational field (Connelly and Lantz, 1991: 15). In line with the previous experts, Pratt (1994: 5) states that curriculum refers to plans for instructional acts, not the acts of instruction themselves. He states that curriculum is analogous to the set of blueprints from which a house is constructed. From those definitions it can be constructed that curriculum is set of general plans and arrangements of instructional acts covering educational goals, contents, learning materials, and learning methods as well as strategies functioned as the guidelines in teaching for achieving the desired goals.

RESULT AND DISCUSSION

George A. Beauchamp argued that: Curriculum design could also be outlined because the substance and organization of goals and culture content is therefore organized on reveal potential progression through levels of schooling (James Beane,1997) .curriculum style is totally different from the present info . Among others within the field of learning materials , system level , a time of learning and tutorial style .The curriculum is designed to be able to adapt to the environment , the condition of students by eliminating the system of classes , such as class 11 and class 10 etc. Curriculum model design is divided into three . The third model of

curriculum design are : Subject centered design priority to content, learner centered prioritizing human or individual learners , problem of human centered design that emphasizes the unity of the group , namely the welfare of society (Nana Sukmadinata, 2013). All three models are used in the design to meet the needs of students so that they can be shared - for when to use the subject centered design, learner centered and problem centered design. Learning time is divided into three, namely:

The first session of the study at 07:00 to 10:00 is necessary that learning with general subjects.

This learning are often incorporated within the subject focused design, that prioritizes the content of learning in every subject. The material taught of a module or a book. In the book consists of several chapters. Student not have to learn all of the chapters, for example from grade 10 to grade 12 Mathematics has 20 chapters. Students are only required to study 50% of the amount specified so that high school math lessons must complete 10 with an A, here students can learn more than 50% of the chapters, this rule applies to all subject so that the class system can be removed. With this curriculum design students can choose roughly what should be learned and decide what material is. If he is able to unconsciously students are trained to decide and learn their ability. In the future this capability is a critical success factor. In any case can not learn 50% of the materials provided students can take the other materials so that 50% of the amount of material that must be completed have been completed. Examples of cases in the subject of mathematics students can only complete the 40%, but IPS (Social Education). The student can complete 60% then the student can Considered pass because the average has reached 50%. Learning can occur randomly in accordance with the chapter students have learned, for example in one class there are students who are studying mathematics, there are also students who are studying physics and some are being studied chemistry, learning activities like these students come to the classroom subjects they wanted. To support this curriculum, it is necessary to make a book that can be used to study independently connected to the learning software application or where in the software already embedded videos and simulations material particular subject matter. In this way school activities become boring because students learn the material exempted in accordance with what the student wants with the provisions of 50% of the overall amount of matter can be resolved. Learning activities like these is quite effective and can develop their talents and interests of students respectively.

The second session began at 10:30 to 12:00

This learning is learning aptitude interests of students. Problem Centered Design, precisely positioned here, because here prioritize the role of humans which have the assumption that humans as social beings who are capable and able to interact with others. This design emphasizes the talents and interests according to the ability of learners. There are two models of curriculum design which it is used in the Problem Centered Design. There are: The Areas of Living Design and The Core Design. The core design according to the concept , the core of teaching materials focused on the needs of individual and social. The core curriculum is given teachers who have tenure and insightful not specialist. The separate core subject, the correlated core, the core fused, the activity/ experience core, the core areas of living, the social problems of cores (Nana Sukmadinata, 2013). Here are divided according to the student's interest. The division consists of:

- (4) Research knowledge consists of knowledge areas IPA, MTK, IPS, etc. Here students are taught about how to do a simple research as the physics lesson determine the speed of gravity, by determining the concept of the study continued with design tools and test these tools by comparing results already available.
- (5) Language consists of the foreign languages in which the students here are able to make short stories, novels, poetry, films, speeches, etc.
- (6) Art consists of sculpture, painting, dance, vocals.
- (7) Sports consists of karate, soccer, volleyball, basketball, etc.
- (8) Economic, students here are trained in terms of services, production, and trade.
- (9) Skills, skills concept here is composed of skilled repair of electrical devices, computer network engineering, sewing, catering, automotive from here students can choose what suits her wishes.

Teachers in the basic skills of entrepreneurship is taken from businessmen or entrepreneurs will be successful in the school environment, the question often arises, Is an individual without educational background as teachers in general teacher can teach well? Teaching the essential instinct of human because man was created for the breed, who wouldn't need their parents to teach what he can, therefore we are able to conclude that if truth be told everybody will be taught properly in accordance with the talent he has. When a teacher who only work as teachers actually only recounted what had been told by the desert earlier or from reading a book, for example a physics teacher tells about how to make a microscope with great enthusiasm, but behind it all teachers yet can certainly make a microscope with perfect because sometimes the teacher had never made a microscope with a magnification of 500 times more than that really can be used. This shows that education in Indonesia produce the outputs of education that is theoretical and not practical, as a result the output of education in Indonesia is not ready to work and can quickly adapt to new environments.

By providing teachers who are experienced in the real world are expected to know and know what is actually happening in the real world. Examples of cases when in education from elementary school to senior high school in Indonesian subjects are often taught how to apply for a good job is to write a letter of application in sheet folio handwritten, but now in the real world today, a job application is no longer with folio sheet or in the form of real but delivered in a way to upload and cover letter written by typing in PDF form. From the example of the case can be seen that education in Indonesia has not been able to see the rapid developments in the real world. By giving teachers a practitioner of business is expected to provide information to students what happened today.

Furthermore, in the third session starting at 13:00 to 14:30 tutorial learning

In classrooms tailored to their talents and interests of students to the subject matter, the basic entrepreneurial skills and tutorial of seniors. Next is learning with tutorial from 02:00 until 03:00 here is time seniors to show off that they can absorb the material and skills and the skills of a given the school to share what she could to her sisters. There is no limit what he would teach his younger brothers and sister class can ask the seniors more freely.

At the end of each semester every student must make a minimum of three products in the form of research results, a product or a presentation of the learning process. In addition to the value of the teacher, the students also get the value of the

results of these products, which is judged by his own friends by presenting or exhibiting their products were made after restating semester. Activities such assessments more objective and more challenging due to the resulting product must be attractive and as good as possible.

Technical assessment is to equip every student with three stars give to a friend who most excellent product presentation or during the exhibition. In this way, each student gives the greatest effort that he can give it for home creativity and imagination. This activity lets students know in selling or producing a product or presenting their difficult research findings. So they have to try very hard. Look the figure 1 below.

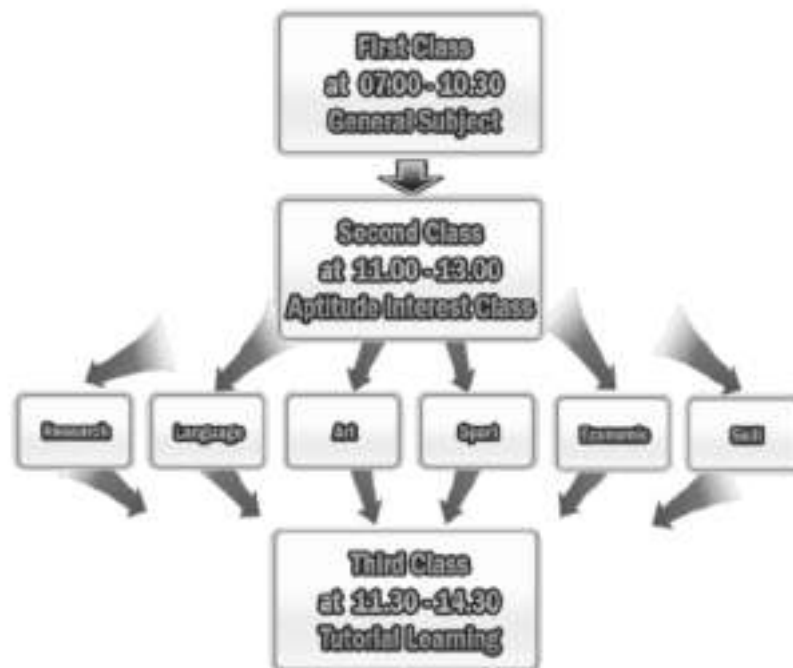


Figure 1 Student activities

CONCLUSION

Education is an important factor in welcoming the ASEAN Economic Community. Of the three parts in curriculum concept is expected to bring education to a better direction. From here, the students invited to be creative and innovative. Power think students will be more refined, in terms of talents and interests, so that they do not feel tired and bored, because the learning process as they wish. In addition, the concept of an innovative curriculum capable bridging university students to choose according to their ability and their need so that the students are mature in theory and practice scientifically, and they have capable of being an innovator. They have adequate competitiveness with other developing countries on education quality.

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The Development of Science Module Based on Pedagogical Content Knowledge for Prospective Teacher of Elementary School

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Abstract

The limitation of lecture modules caused pedagogical and professional competence of prospective teachers become less than optimal. The aim of this study is to develop a module based on PCK (Pedagogical Content Knowledge) on the subject of Elementary School Science Learning Development and determine its feasibility. This research used 4D model developed by Thiagarajan. The subject of this research were college students of Elementary School Teacher Education Study Program which are on their five semester. This research used the instrument of validation products sheet, questionnaires, and curriculum documents. Data was analyzed using qualitative and quantitative methods. The result of this research is that the PCK-based module has been successfully developed. The module development was based on the college students' of Elementary Education department profile which are higher than 65% of them have high motivation and metacognitive skills. The result of validation by learning material expert and media expert which are consists of aspects of content/ learning material has score of 4.67 in the category of "very good", while from the aspect of learning has score of 4.73 in the category of "very good". Based on these data, the module is declared FEASEBLE TO USED.

Keywords: Pedagogical Content Knowledge, module, science.

INTRODUCTION

Elementary Education department, Faculty of Teaching and Education, Ahmad Dahlan University, is a provider of elementary schools' prospective teachers should provide its students with a wide range of capabilities, such as pedagogical, professional, personal, and social knowledge. However, there has been no real prepared effort to equip prospective teachers with the Pedagogical Content Knowledge through the course. NCATE (2008) outlines some of the competencies that must be owned by an elementary school teachers. These Competencies are related to the learning development and student motivation, curriculum, instruction, assessment, and professional competence. In these standards, an elementary school teachers must understand students' development concept, so that they will be able to develop a learning process in accordance to the students' characteristics, and could motivate students in accordance to the stages of their development. Competencies which are related to curriculum consist of understanding, knowledge and knowledge application on the aspects of: 1) reading, writing, and oral language; 2) science; 3) mathematics; 3) social studies; 4) the arts; 5) health education; and 6) physical education. Competencies which are related to teaching consist of 1) integrated and applying knowledge for instruction; 2) adaptation to diverse student; 3) development of critical thinking and problem solving; 3) active engagement in learning; and 4) communication to foster

collaboration. In the international accreditation standard, elementary school teachers should be able to understand and have the skills on planning and implementing evaluation on the students' learning outcomes in the aspects of intellectual, social, emotional, and physical development. On the professional competence, they are required to master the following aspects: 1) professional growth, reflection, and evaluation; 2) collaboration with families, colleagues, and community agencies.

Fadhlan (2010) in his study states that there are many teachers who do not have the skills to manage learning process properly, such as designing learning activities, managing learning process, and conduct the evaluation and improvement of the learning undertaken. Based on data obtained from Educational Quality Assurance Agency, Yogyakarta Province, the average score of elementary school teacher's Competency Test in the province of Yogyakarta in 2012 only has the score of 61.19 on 100 scale. These data indicate that the competencies of elementary school teachers, especially in Yogyakarta province is still low. Pedagogical Knowledge and Content Knowledge are the main things for teachers to be able to develop effective learning. However, based on the data above, Pedagogical Knowledge of the majority teachers in the Yogyakarta province is still low. At the same time, the data can be used as an evaluation for the education programs implementation in the Teacher Training Institute so that they could take strategic steps to improve its graduates' quality, through lectures, academic and non-academic activities (The education quality assurance agency, 2012).

Data of previous studies on the correlation of PCK (Pedagogical Content Knowledge) to the students' motivation, the researcher concluded that there is a strong positive correlation between teachers' PCK to the elementary school students' motivation. This relationship is shown by the correlation coefficient of 0.907. Teachers with high PCK could well master the learning material content and develop effective learning for students. Learning that adapted to the characteristics of the material and the students' development will be more meaningful and easy to understand by the students. Therefore, students become more motivated in participating the learning process (Maryani, 2014).

Based on the observation, the implementation of the course is still not optimal. The college students not entirely achieve the expected competencies. On this course, the college students is still focused on achieving an understanding of the science concept as a product. Meanwhile, science as an attitude and a process has not been a concern of the college students. Some of the problems that become obstacles are: 1) college students are too focused on understanding the science concept, 2) the college students have not been able to develop a lesson plan for the learning material of elementary school science, 3) the college students is not skilled in selecting learning strategies, learning media, and assessment systems that are compatible to the science material. Another issue on the course of Elementary School Science Learning Development [4](#) is unavailability of structured teaching materials. During this time lecturers provide an opportunity for college students to find out their own teaching materials which is adapted to the lecture material. The implications is that the learning outcomes are different for each college students. Most of the college students are less active in search of the teaching materials and they just depend to the lecturers. It makes the information obtained by the college students are less than optimum. College students' analytical skills and critical thinking are low, so they are not able to develop the science concept into an effective lesson plan for elementary students. If this problems allowed to

continue, it will result in a low competence of graduates, especially in the skills of developing science learning in elementary schools. Based on the description of the above problems, the researcher found that it is necessary to develop a structured teaching material in the form of learning modules to facilitate college students so that they will be able to study independently. At the same time it could provide college students with a content knowledge good enough so that they will be able to develop a meaningful learning for elementary school students.

RESEARCH METHOD

This research used Research and Development approach. According to (Handayani, S, 2013) Research and development (R n D) is a basic research activity to obtain the information of the user needs (Need Assessment), then proceed to the development activities to produce a product. This PCK-based module development was used 4D development research model. The 4D model consists of define, design, development, and dissemination stages which were developed by Thiagarajan (1974).

This study used qualitative and quantitative analysis technique. Data analysis Qualitative techniques used to analyze the data obtained from interviews with the validator, as well as inputs during product validation process. The response of the college students also had been analyzed using this technique (Huberman, M. B, 1992).

RESULTS AND ANALYSIS

Needs analysis data

Before the module is developed, first performed the analysis of the college students' needs of the PCK-based modules. There are the college students' needs of the PCK-based modules, the data presented in figure 1.

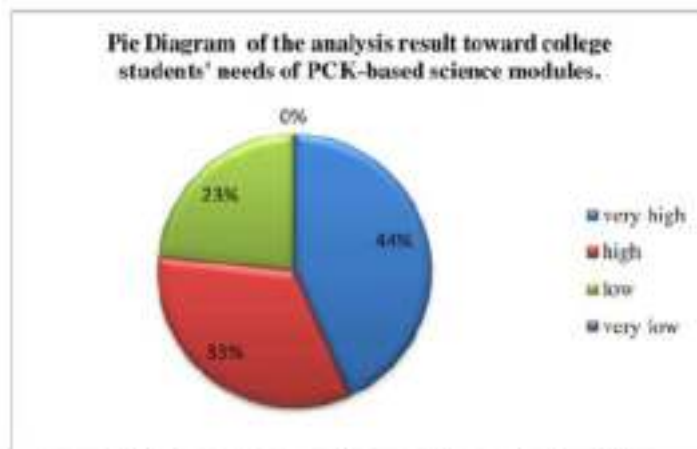


Figure 11. The analysis result toward the needs of module

Figure 1 shows the percentage of the analysis results towards the college students' needs of PCK-based science module. 77% of college students have a high demand for module development. While 23% feel less needing the module because it was already enough with the existing teaching materials.

Instruments used in analyzing the needs of the college students towards the development of PCK-based science module consists of six questions and distributed to 30 respondents. Respondents are college students whom are on their five semester who already taken the course of Elementary School Science Learning Development.

In the needs analysis instrument, college students were asked about learning difficulties. A total of 83.33% college students said the course is not difficult. Furthermore, 80% of the college students also said that they were happy to study using teaching materials provided by the lecturer (textbooks, modules, handouts). Although, all this time the new teaching materials are only available by the lecturers' presentation. Because of this, the course became less structured. The college students more often look for their own teaching materials outside lecturers' presentation materials. As a result, there are often misconceptions on some of the learning materials that the effects could be seen while the college students teaching practice, either on Microteaching courses or Field Experience Program. This misconception occurs in science concepts or strategies to teach these concepts to the elementary students. This misconception will not occur if the course is delivered with more structured. Also, there should be the same teaching materials (modules) that are used together so that the college students have a shared understanding of the science concept and learning development. This is in line with the results of Duschl (1993) research which says that the use of the module in learning could change the students' misconceptions into scientific concept.

Indriyani & Sasilowati (2010) describe the benefits of learning with module application are as follows.

- (1) Increase college students motivation, because every time doing the coursework, it is limited clearly and in accordance with the ability.
- (2) After the evaluation, lecturers and college students know, in which part of the module that the college students have been successful and in which part of the module that they have not been successful.
- (3) Students achieving results in line with their capabilities.
- (4) learning materials are divided more evenly in one semester
- (5) Education is more efficient, because the teaching materials are arranged accordance to academic levels.

The above explanation reinforces the researcher belief that the course with module will be able to change the college students' concept to the scientific concepts effectively, so that their learning outcomes could be improved as optimal as possible in terms of quality and quantity.

Based on the results of the needs analysis questionnaire, data showed that the college students' needs for the development of science module based on PCK is high. Therefore, it is necessary to continue the development of the module by analyzing the curriculum and materials as well as adapted to the characteristics of college students of Elementary School Teacher Education.

Curriculum Analysis Data

Curriculum analysis was done on Elementary School Teacher Education curriculum precisely on Elementary School Science Learning Development. Analyzing the graduate students' profile of Elementary School Teacher Education Study Program, analysis the learning outcomes (LO) of Elementary School Teacher Education, Ahmad Dahlan University, study materials, analyzing the curriculum structure in order to obtain the expected competency after taking the course. Further, the developing of semester course plan and week course plan in teams with the lecturers of the same cluster. Based on the Semester course plan and week course plan that has been prepared, obtained the sequence materials which are the major component of PCK-based science module. The sequences of the materials are:

- (6) Analysis of Elementary Science Curriculum, Learning Difficulties and Misconception of Elementary School Science Learning Material.
- (7) Elementary School Science Learning Plan
- (8) Elementary School Science Learning Model
- (9) Elementary Science Learning Assessment
- (10) Elementary School science Practicum

Curriculum analysis conducted by researcher is in accordance to the curriculum developed by Elementary Education Department. Rearranging the course of science subjects in the Elementary Education Department greatly affecting the charge of each course mainly the science cluster. There are five subjects of science cluster in which hierarchical in Elementary Education Department namely basic science, advanced science, elementary science learning materials, Elementary School Science Learning Development, and Science Development. Three first-mentioned subjects are focus on planting science concept. While the Science Development is a subject for developing science learning for children with special talent (science competition). The Elementary School Science Learning Development is the only implementation of a course used to develop the science concept into science learning. After taking this course, college students are expected to develop science learning in elementary schools in accordance to developments in the life sciences.

College Students' Characteristics Analysis Data

Besides adapted to the needs of college students and Elementary School Teacher Education curriculum, modules development also adapted to the characteristics of the college students. Those characteristics are learning motivation and metacognitive skills. College students' learning motivation is shown in figure 2.

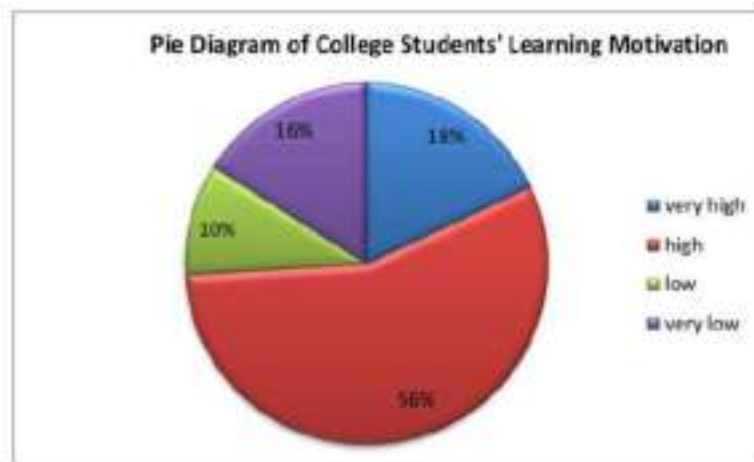


Figure 2. College Students' Learning Motivation profile

Based on the figure 2, it is known that 18% of college students have a very high motivation in the learning. 56% of them have high motivation, 10% of them have low motivation, while the remaining 16% of them have very low motivation. From these profiles, it can be generalized that the majority of college students have high motivation in learning.

In addition to learning motivation profiles, the researcher also tried to find the distribution of college students' metacognitive skills profiles, which is shown in figure 3.

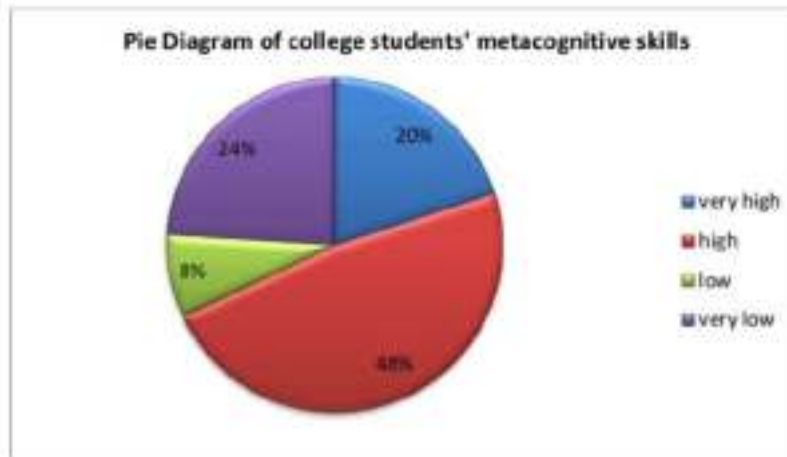


Figure 32. Pie Diagram of College Students' metacognitive skills profile.

The diagram above shows that 20% of college students have very high metacognitive skills, 68% college students have high metacognitive skills, 8% college students have low metacognitive skills, and the remaining 4% have very low metacognitive skills.

The characteristics of the college students in this research are the learning motivation and metacognitive skills. College students' data of learning motivation is high. From the data analysis that has been done before, 74% students have high motivation in learning. Motivation was seen during the course. Almost all of the college students were enthusiastic about the learning material. Each student has high curiosity, shown by the life atmosphere of discussion among college students as well as between college students and lecturers. This condition will certainly be considered to the developed module. PCK-based learning module is suitable for self and classical learning. Students' with high motivation can easily use the module as a lecture teaching materials. Self-learning can run smoothly, and college students are able to master the expected competencies.

The next is college students' metacognitive skills. Metacognitive skills include the students' skills to determine their learning goals, selecting learning strategies/ styles which suit them, as well as evaluating the learning process (SHEN & LIU, 2011). Metacognition loosely refers to one's "thinking about thinking" and is often defined by its accompanying skills (such as monitoring and evaluating) (Scott & Levy, 2013). Metacognitive knowledge of a person can be divided into personal knowledge, tasks and strategies. Students' Problem solving skills is an important part of metacognitive skills. Components of metacognitive skills are: 1) a person's declarative knowledge about his cognitive processes, 2) self-regulation procedures, including monitoring and direct decision making, and 3) the confidence and sincerity also the influence on his performance. The process of self-regulation include a) understanding the problem's nature before looking for a solution, b) planning a solution, c) monitoring if the process

goes well so that a solution can be reached, and d) allocate the data information or decide what should be done while trying to solve the problem. Most conceptualizations of metacognition have in common that they take the perspective of "higher-order cognition about cognition." There is a higher-order agent overlooking and governing the cognitive system, while simultaneously being part of it (Veenman, Van Hout-Wolters, & Afflerbach, 2006).

Skills mentioned are the foundation of researcher to develop PCK-based module, which gives college students more opportunity to resolve the problem. It is also based on the metacognitive skills profile of most students which are relatively high, which is 68%. On each chapter of this module, there are exercises that require college students to be analytical and sensitive to the problems that occur in learning science in elementary school. At each meeting was given the group task practices where each group is given a project to make a product that is in accordance to the lecture material.

Expert validation Data

After obtained the data of the college students' needs, learning motivation profiles and college students' metacognitive skills, the next step is the development of the module. The module was developed in five (5) learning activities which include component module title, instructions to use the modules, pre-test to college students' prior knowledge, and each activity includes the purpose, concept maps, learning materials description, summaries, evaluations, answers, and practices (feedback), as well as a bibliography. Once the module is compiled, then performed a validation test on experts. The result of the experts validation results are shown in Table 1.

Table 1. The Result of Expert Validation Test

| No | Aspect | Score | | |
|----|---|------------------------|----------|--------------|
| | | Learning Expert | Material | Media expert |
| | The suitability of the content / learning materials | 30 | | 32 |
| | Compliance with the construction requirements | 16 | | 18 |
| | Conformity with the technical requirements | 12 | | 11 |
| | Grand Score | 58 | | 61 |
| | Ideal Score | 68 | | |
| | Conversion of 100 scale | 85,29 | | 89,71 |
| | Mean | 87,5 | | |
| | Category | FTU (FEASEBLE TO USED) | | |

Table 1 shows the final score validation by the learning material expert is 85.29 and the media expert is 89.71. The mean results of the modules development by experts is 87.5, thus getting an appraisal FTU (FEASEBLE TO USED) module.

Validation of experts in this study consisted of learning material expert and media expert. Data obtained from learning materials expert consists of several aspects of assessment, including aspects of content/ learning material has a score of 4.67 in the category of "very good", while from the aspect of learning had score of 4.73 in the category of "very good". Data obtained from learning media expert covering three aspects: the suitability of the content/ learning materials has a score of 3.56 with the

category of "very good", conformance with the requirements construction has a score of 3.60 with the category of "very good", and compliance with the technical requirements a score of 3.67 with the category of "very good". The results of the module validation by expert described in figure 4.

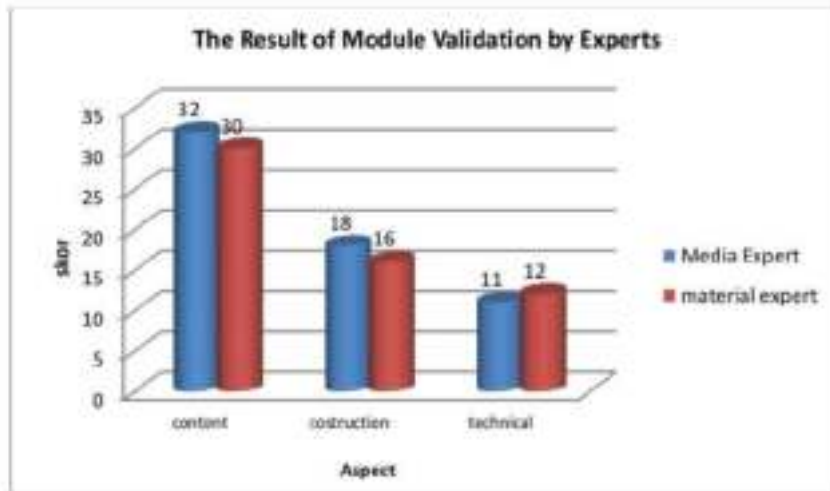


Figure 3. The result of module validation by experts

Figure 4 shows the total scores for each assessment aspect used by the team of experts. At this experts' validation are also qualitative input/ suggestions that used as consideration for the next product improvement process.

4 CONCLUSION

Based on the research that has been described, it can be concluded that:

- (11) PCK-based science module has been developed for Elementary School Science Learning Development course which are in accordance to the results of the needs analysis, college student characteristics analysis, as well as analysis of Elementary Education curriculum. Module was prepared because of the college students' needs for module is very high. Modules compatible to the college students' high learning motivation and metacognitive skills. Based on the analysis of Elementary Education curriculum, modules are arranged into five (5) learning activities, namely 1) Analysis of Elementary Science Curriculum, Learning Difficulties and Misconception of Elementary School Science Learning Material, 2) Elementary School Science Learning Plan, 3) Elementary School Science Learning Model, 4) Elementary Science Learning Assessment, 5) Elementary School science Practicum
- (12) The result of Experts validation by learning material expert and media expert which are consists of aspects of content/ learning material has score of 4.67 in the category of "very good", while from the aspect of learning had score of 4.73 in the category of "very good". Data obtained from learning media expert covering three aspects: the suitability of the content/ learning materials has a score of 3.56 with the category of "very good", conformance with the requirements construction has a score of 3.60 with the category of "very good",

and compliance with the technical requirements a score of 3.67 with the category of "very good". Based on these data, the module is declared FEASIBLE TO USED.

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The influence of game syllabuses and word cards to stimulate early reading of childhood education

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ABSTRACT

Education in kindergarten is aimed to develop the devoted with the child potential before entering elementary school. Kindergarten is the formal early childhood education which around 4 - 5 years old of age is group A of kindergarten, and 5-6 years old is group B of kindergarten. The substance of Education in kindergarten is the child playing while learning or learning while playing. The Age of kindergarten are the important age of child to get education. Learning let emphasis on the process introduce children with various things, natural phenomena, and social phenomena. Education in kindergarten is playing while learning or learning while playing. Children are developing. One part developing is aspect of language. In language development includes the ability to read, write, listen, hear, speak, and communicate. The stimulus of developing children should be appropriately.

Reading developing that is one of basic skill must be capable. That are some stage appropriate with age and developing characteristic. At home and school , both of them must be stimulate the creativity of children.

Writing and reading education at kindergarten must be appropriate and comfortable. Teacher must choose the interest method. Playing can motivated the children to know something, and can develop the ability.

Dominant activity at kindergarten is children activity, that is more than teacher activity. Some of children activity and playing can be used in education. That are playing card, story telling, mark the word, connect the dots, and the other. Based on observations, the children can develop reading ability by it self through playing word cards.

Using playing method will be more effective if supported by learn media. When the children interest to some of shape and object, we can use media to educate about reading, writing, and arithmetic to children.

Keywords: education, kindergarten, reading, writing, media

INTRODUCTION

Education in kindergarten is order to develop the devoted with the child that held before entering elementary school. Kindergarten is education early childhood education the formal. As for education early childhood who is not the formal is playgroup, Children's Daycare. Kindergarten ages 4-6 years. Age 4-5 years is the Group A and 5-6 year age in Group B. In the age of kindergarten children was given a stimulus to help the growth and development of physical and spiritual, in order for the child to have Elementary School education in entering readiness.

Education kindergarten in substance is the boy playing while learning or learned and play. Age kindergarten is the what is important to a child to guy get education based

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on this, then required the efforts can keep up child in the are sprouting of educational activities and learning accordance with the age of, the needs and interest children.

Learning let emphasis on the process introduce children with various things, natural phenomena, and social phenomena. This phenomenon will propel a are interested in various problems, that he seeks learn further. Teachers should not force children to think logical.

Education in kindergarten is playing while learning or learned and play. Thus we used to train the with how to play and learn that is use the card said a pictorial. For example the images broom used as 4 cut and under it was writing broom. Broil used as 4 pieces and under be writing satay (sate), and so on.

The age of kindergarten experience a variety of developments, one of which is the aspect of language development. In language development includes the ability to read, write, listen, hear, speak and communicate. Stimulus language write is an effort to help early childhood in order to grow and develop in accordance with the level of its development. The stimulus should be done appropriately. Kindergarten education should be troubled by a multidisciplinary study results (Musfiroh, 2008).

Development read as one of its basic capabilities a must-have children, comprising several stages in accordance with the age and developmental characteristics. According to Bowman (1991) read is a means of proper to promote a learning along life (long life learning).

The home environment and the school should stimulate creativity by providing guidance and encouragement to use the means which will encourage creativity. This should be done as early as possible since infancy and continued up to the time of creativity by making school an enjoyable experience and valued in social. In Islam the revelation that first down was reading commands instead of the other, i.e. *iqro'* meaning read. Reading in this area is wide. We read the atmosphere, for example the weather overcast when we go preparation coat or raincoat or umbrella etc.

The most important thing students say they love the class where they get to know the teachers and other students. Students appreciate the orderly environment and regularly, and they do not like the class in which the teacher is with the students and the class as a whole treats than on a a collection of diverse individuals.

Learning reading and writing in kindergarten must be in accordance with children development and fun. On learning activities in kindergarten teacher in providing material learning to be exactly by using the method and the way for the delivery of material interesting. Through the activity of playing can motivate children to knowing something more in-depth, and by itself the child gets develop the ability. According to Musfiroh (2004), through children played do movements useful for growth they. Play also of learning tools effective for them. Through play, child learns about communicate, and he knows a feeling of his friend.

Learning in kindergarten more give priority to the activity children than teacher activity. Various activity and a game enjoyable to applied education for children kindergarten like a deck of cards, tell you, thicken writing, connecting points be letters and forth. The act of reading can not be separated from sight, and the ability know letters.

Observations of children can read by it self through playing cards said.

The use of a method of the game will more effective when supported by the presence of the media as teaching equipment. The use of the tools as a medium learning

is expected to help the learning process that the use of the media in learning can arousing desire and interest, motivation, gives support to learn.

When kids are attracted to various the form of and stuff, we can use media to introduce reading writing and counting to kids.

Methods and medium used teachers in learning read in kindergarten with use the card said pictorial is the method interesting, easily be implemented and can develop creativity.

LITERATURE STUDY FOR EARLY READING ABILITY

Reading is a fundamental skill, it means that these skills need to be owned by everyone, not only to achieve success during school but also throughout his life. Petty and Jensen (1998) mention that the understandings have some principles, among which reading is the interpretation of the symbol-symbol in the form of writing, and that reading is transfer of ideas presented by the author readings, then in other words reading is the work of a number of activities including the cognitive perception and recognition.

Read early according to Arifin, are the activities to get to know symbol-symbol phonetically. Read the beginning were the various stages in the learning to read for children. Child learns to acquire proficiency and dominate in techniques read and catch reading the contents of the right and capable of cultivating the habit of reading as something that is fun. The implementation of the act of reading the beginning in kindergarten can be done in two stages that is , read the period without books, and read by the use of a book. The act of reading without books done by way of teaching uses the media or props in addition to books for example a picture card, cards letters, cards a word and sentence , while reading with a book is the act of reading book. Ability to read be part of mastery and of words and new experiences that all the time to improve. According to Lemer, (Abdurrahman, 1999) ability to read is based to master various field of study. If children schools did not immediately have ability to read early he will experience a lot of difficulties in studying the range of field of study in classes next. Hence a child must learning to read that he can read to learn.

According to Mercer (Abdurrahman, 1999) ability to read not only enables a person improve the ability of work and mastery various the academic field but also allows participate in the life of social, culture, and find emotional demand as an ingredient of the act of reading (Arifin, 2004).

Ability to read the son of an early stage depends on their ability to understand the link between dialogue, the sound of, and symbol which are required (Grainger, 2003). The ability of map out the sound of into the symbol also will determine a generation of kids able in writing and spell. With due observance to the capability of being child needs in learning to read the beginning, next necessary cooperation other components in the process of reading. Teacher or of parents could be teaching the child more good, and prepares matter as well as any appropriate method to teach reading on child.

Based on the meaning of above, can be concluded that ability to read the beginning were much as activity either physical or mental to increase of reading skill in the economic situation of the introduction of the letters/ an emblem of the read early is much as know letters one by one and combining the letters into a simple. That the child gets read well, children must introduced to one by one the letters of the alphabet first.

Teaching read early, according to Soejono Lestary (2004) having the objective of containing the issues that had to controlled students in general, namely:

- (1) Introduce students the letters in the alphabet as sign sound or mark of sounds;
- (2) Train skills students to change the letters in said into sounds;
- (3) Knowledge the letters in the alphabet and skill voice obliged to can practiced in a short time when students learning to read said .
- (4) The purpose read on the children kindergarten group b is that students can read words and sentence simple with smoothly and appropriate (Depdikbud , 1994).
Of teaching us read have to take aspects child development According to clay (in Sukartiningsih 2004) teaching reading directed to aspects:
- (5) Development child social aspects, i.e.: the ability work together, confident, self-control, emotional stability, and a sense of responsibility.
- (6) Physical development, namely arrangement motion motor, coordination motion eyes and hand.
- (7) Cognitive development, namely distinguish the, letters, connect a and meaning.

Based on a number of opinions, it can be concluded that aspects of ability to read early in teaching reading should be based on the needs and consider a generation of kids able learning to read can be done with what is expected As for the aspects that are used in this research is the introduction of letters and pronunciation of letters, the drawing up and read the series of letters becomes the pattern syllables, and drawing up as well as read a word and a picture card.

Factors that affects ability to read early are Physiological factors, Intellectual Factors, and Environmental factors.

Understanding game pattern syllables play is the realization the development of self and life child is able to grow and grow obtained through among the activities carried out in the child playing. For children, playing have a very important role. Some experts psychology of the opinion that the activity of playing can became a means to the development of the baby. With play a game, kids will trained physically. So it is with the ability cognitive and social also will grow. Through experience of playing, the child gets develop a range of its potential, and as the aging, the child gets easily absorb a variety of environmental stimulation and begin to organize and do generalization to the experience gained. In short game in childhood will affect physical growth and development of soul children will Suspendi and Nurhidayat, 2007). Criteria in play (Dworetzky, 1990 : 395-396) are intrinsic motivation, positive influence, and how/ purpose.

A method of the game is a the manner of presentation of lessons learned through a variety of the game method mi can provide experience of interest to child in understanding the concept of, strengthen the concept that understood, or solve the problem. This game have to according with the condition of the children, the age and the ability of the child (Depdikbud, 1994).

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Developing Social Emotional of Early Childhood through game of Jamuran

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Abstract

Play is a fun activity of the children's lives every day. This activity involves all aspects of child development are complex and thorough physical motor, social, emotional, cognitive and language. Through playing a variety of benefits for child development can be achieved among the physical aspects of motor, social and emotional intelligence in order to improve intelligence and self-development. These three aspects of mutual support and relate to one another and cannot be separated apart. The third aspect that can be obtained through play, while one of the game most suitable is through traditional games.

Keyword: children, education, traditional game, self development

INTRODUCTION

Play is a fun activity of the children's lives every day. This activity involves all aspects of child development are complex and thorough physical motor, social, emotional, cognitive and language. Play is a child's world of work and the rights of every child to play. In the Child Protection Act No. 23 of 2002 Article 11 says that: Every child has the right to rest and leisure, to get along with other children, play, recreation, and creative in accordance with their interests, talents, and the level of intelligence for self-development. Through playing a variety of benefits for child development can be achieved among the physical aspects of motor, social and emotional intelligence in order to improve intelligence and self-development. These three aspects of mutual support and relate to one another and can not be separated apart. The third aspect that can be obtained through play, while one of the games most suitable is through traditional games.

Traditional games at this time has begun its existence was not even known in the displaced people's daily lives nowadays, especially the children of today. Therefore, the traditional game needs to be introduced back to the children of today that its existence is not extinct. One of the traditional game that needs to be introduced is a traditional game jamuran. Traditional games jamuran is one of the traditional game of Central Java region that is played in groups, without the need for game equipment . All it takes is vast terrain for children to move freely.

The development of technological advances, today's children more presented on the games that are considered more advanced and modern such as : television, play station , internet games and so forth . Though the modern game, not all educated on the positive things especially hone aspects of child development for the better, but quite the opposite. Today's modern games make children become selfish, has no sympathy and empathy, the culture of violence and pornography are very contradictory and not according to what we expect.

In the daily life of children can not be separated from social life with a very diverse environment. Thus the child as early as possible is necessary to develop social emotional skills are skills in the face of social differences experienced in everyday life, managing emotions and be able to be positive that could be accepted in society . Through traditional games moldy it is expected that the social aspects of the child's emotional well will grow, because in traditional games moldy child will interact with other friends, to move freely, singing, and getting to know the rules of the game.

DISCUSSION

Playing and games

The game is a fun activity that is carried out for the activity itself (Santrock, 2002). According Mayesti in Yuliani Sujiono Conscience (1995) mentioned that the play is an activity that kids do all day because the kids playing is life, and life is a game. According Wawan S Suherman et al (2014) mentioned that playing a variety of activities that are nonserious , flexible toys and materials contained in these activities and are imaginatively transformed commensurate with the adult world. According Moeslichatoen (2004) the meaning of playing a variety of forms of activities that provide satisfaction in children who are nonserious, flexible, and materials contained in the toys and activities are imaginatively transformed commensurate with the adult world. Play has meaning extremely important for the growth and development of early childhood.

From the various opinions above it can be concluded that the play is a variety of forms of activities that provide satisfaction and pleasure in daily activities in children who are nonserious, supple and flexible, and the material the toys contained in the activities and imaginatively transformed commensurate with the adult world. Activities play a very important and meaningful to the growth and development of early childhood. Therefore activities play absolutely must be done in all early childhood and should not be ignored altogether. For young children to play and play while learning (Moeslichatoen, 2004).

Jamuran Traditional Games

Traditional games are the form of games and activities or sports that evolved from a particular community habits. Further development of the traditional game is often used as a type of game that has a genuine regional characteristics and adapted to local cultural traditions. Activities performed either regularly or occasionally with a view to looking for entertainment and leisure time after apart from routine activities such as working for a living, schools, etc. (Dewi Agustini, 2013)

Traditional games Jamuran is the traditional games of the Yogyakarta, Central Java and surrounding played by children as a group, without the need for game equipment. All it takes is vast terrain for children to move freely.

As for the game moldy in Ni Nyoman Seriasi and Nurhayati (page 8) mentioned that the game fungus is included in the traditional games that involve movement and song . This game is a game that is played by the group of 4-6 children can even be loaded with positive values that are important for the child's personality embedded in everyday life, such as creating an unselfish attitude, make the child work together, to make children think creatively, make children more nimble and skilled pick up positive attitudes and values of others.

Traditional games are sourced from ancestral hereditary or often called the game due to the people. Although the traditional game is very simple, does not require expensive equipment, even without the use of any equipment. Precisely on the traditional game more laden with moral values, character education, social hone a child's emotional and physical development of the child's motor contained in the traditional game.

This is in accordance with the statement of Ki Hajar Devantoro in Henry. Suherman S. et al. (2014) which said that the game gobak, trembung, raton, guguritan, obyog, panahan, jamuran, jelangan and others that are sports which would educate children in terms of: the strength and health of the body, dexterity and courage, visual acuity and others. Wawan Suherman S. et al. (2014) which says that the purpose of the game fungus are: To socialize and to make children more nimble. The value contained in this game; creating an unselfish attitude, and to make children work together.

From a wide range of opinions on the above it can be concluded that the traditional game fungus is one of the games that come from Jogjakarta, Central Java and surrounding an ancestral heritage in hereditary involving movement and song, played by 4-6 child or more highly loaded with positive values which are essential to be imparted to the child. As for the positive values that include: creating an attitude that is not selfish, to make children work together, to make children think creatively, make children more nimble and skilled to take a stand, strength and health agencies, dexterity and courage, the sharpness of vision and the values of positive other.

How to Jamuran Traditional Games

Before playing fungus usually begins with hompimpah or pingsut to determine who wins and who loses. In the game jamuran either win or lose the child continues to feel happy. Children who wins hompimpah make a circle while singing moldy. While children who lost standing in the middle while listening to the singing of the jamuran song friends together.

Jamuran... jamuran...ya ge ge thok

Jamur apa ya ge ge thok

Jamur payung, ngrembuyung kaya lembayung

Sira badhe jamur apa?



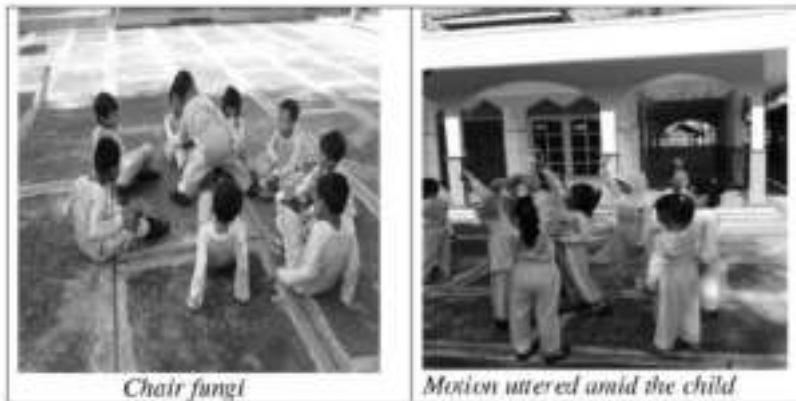
Hompimpah (Pingsut)



Jamuran Song

When arriving at the sentence "Sira badhe jamur opo?" The child who is in the middle of the circle shouted call a movement pretends that must be done all the friends who are on the circle All the other children who originally joined hands to form a circle , in cash immediately scrambled to imitate what spoken by children who lost earlier.

For example, "Fungi wood lot" immediately surrounding children should immediately look for trees or objects from the tree to cuddle. If there is a child that is having trouble finding it can be immediately captured by the middle child.



Different types of fungi that commonly spoken by children in the middle. Among them: *menek Kethok* fungi , mushrooms crow, *borot kendil* mushrooms, shredded mushrooms, toadstools, seats fungi, *luweng* fungi and others. When there is a child who is a player in the middle of the (lost) repeatedly called "dikungkung " (over protected).

Emotional social abilities of Childhood

Hurlock (1978) argues that social development is the acquisition of the ability to behave in accordance with social demands. "Socialization is the ability to behave according to the norms, values or social expectations ". Meanwhile, according to Suyadi (2009) Social development is interwoven level of interaction with other people's children from parents, siblings, playmates, to society at large. While emotional development is the surge of feeling when the child interacts with others while interacting in everyday life.

From the above opinion can be concluded that the ability of emotional social is the child's ability to interact with others from parents, siblings, relatives, friends to play and the wider community more by demonstrating the ability to behave according to the norms, values, and social expectations that can accepted in everyday life.

According to John W Santrocks (2002) mentioned that from the perspective of social cognition children who can not adapt, do not have the cognitive skills of social memadahi to interact effectively with others . Kenneth Dodge in John W. Santrock (2002) mentioned that children beyond the five stages in the process of their social world; read code/ password social cues, interpret, look for an optimal response, and act.

Social Development process of Early Childhood

According to Elizabeth B. Hurlock (1978) to be a person who is able to socialize requires three processes. Each of these separate processes and very different from one another, but are interrelated. Failure in one process will reduce levels of socialization.

Three socialization process are:

- (1) Learning to behave in a socially acceptable. Every social group has a standard for all its members about the behavior which can be accepted in the group. To be able to socialize children not only have to know acceptable behavior, but they also have to adjust his behavior to the standards of acceptable behavior.
- (2) Plays a social role that can be accepted. Each social group have habit patterns that have been determined carefully by its members and demanded to be obeyed. For example, there is a role that has been agreed upon for parents and children and there is also a role that has been agreed upon for teachers and pupils. The child is required to play the roles of social acceptance.
- (3) The development of social attitudes. To socialize with children should please people and social events. If they can do it, they will be successful in social adjustment and was accepted as a member of the group social where they hang out.

CONCLUSION

The most appropriate learning at an early age is through the game. Through games can improve children to interact with others, increase affiliation with peers, extending empathy for others, reducing the attitude egosentri, grow and increase the sense of socialization of the child, the child would be socialable like to wait their turn, work together, help each other and share and provide a sense of security in children.

Traditional games can stimulate various aspects of child development, especially emotional aspects of social skills. Through traditional games children can learn to socialize with friends, children will learn compactness, the child will learn self-control or control their emotions, children will learn to be responsible, children will learn the rules and discipline of the children will learn to respect others. Thus the stimulation of social skills through traditional games can make children who have a personal emotional social intelligence.

As one of the traditional game that can be given to young children is traditional games. Januran game is one game of Yogyakarta, Central Java and surrounding played by 4-6 children is a kind of motion games and songs, a legacy passed down from ancestors who need to be preserved its existence. Moldy traditional game is very simple, does not require expensive equipment, do not even use any equipment, but heavily laden with moral values, character education, social honing emotional and physical development of early childhood motor contained in the traditional game.

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Challenges of principal leadership in Indonesia: (case of village and city areas supported by school operational cost)

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Abstract

This study is aimed to investigate the impact of full operational cost to the system public of school by the district governments in Indonesia, which will reveal the new situation which did not occur previously in many public secondary schools. Research approach used in this project is qualitative method. Population of the study are public secondary schools and public vocational schools in the districts education system that implement policy of giving full operational cost in Central Java. The identified districts are Karanganyar, Sukoharjo and Semarang. The data will be primary data consists of questionnaire and semi structure interview and secondary data in the form of document analysis. Document and interview transcripts were read for issues and themes and an inductive approach was used for coding. Sentences are used as the text unit for analysis, which assigned codes examined to identify the meaning.

Keywords: principal, leadership, school, operational cost

Introduction

Indonesia declared its independence in 1945. The new country take a bold move regard to education from previously complicated and segregated education system by the Dutch colonial government which started formal schooling in the late 1800s and continued in Japanese occupation (1942-1945). During 1950s the trend of increasing student enrolments had reached 10 million students, five times higher than students in the previous era (Jalal & Musthafa, 2001). The Indonesian government with limited funds to spend, created many schools and appointed teachers with low education, such as junior high school graduates (Poerbakawatja, 1970). At the school level, institution similar to parents-teacher association were established to help school. However, in reality during this era the role of public school principals in all level of education was widened and became the person who in practice collected money from parents who were expected to "pay a major share of the upkeep of schools including the allowance of teachers" (Lee, 1995, p. 171); this situation still continue for the next fifty years, one of the reason is the government only provide minimum fund for public school operational cost. For instance, a study conducted by Supriadi (2003) found the interesting fact that money from parents for some public schools in large cities contributed up to 89% of the non-salary budget annually.

A drastic change of managing education that practiced in the centralistic manner since the colonial era happened in 1998 when the New Order collapsed. The new government stipulated the autonomy law, where starting in 2001, the education along with other sectors was devolved and managed at the district level (Kristiansen & Pratikno, 2006). Starting from this year, some district governments experiment with educational finance policy that not previously practiced. One of the famous practice was

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what really happened in Jembrana, Bali province. Suprana (2009) explains that in 2003, in Jembrana, the district government allocated 34.27% of its budget to education, which make education cost totally free for the students who attend primary to senior secondary schools. This policy shocked the country, and many want to know and learn from it. Further, Suprana (2009) argues that the policy impact beyond educational finance issue, it resulted lower dropout rate at 0.03% (national level was 1%), and the highest level of graduation rate across Indonesia at 98.84% in school final examination. The interesting fact was Jembrana is the poorest district in Bali. It is postulated that giving full operational cost to the school change the mind set in the education system at school level, which could be made teachers and principals more focus to students learning.

Another significant change happened on 2005, the rise of the world's crude oil price forced the Indonesian government to adjust the petrol price. In order to calm the public, the Indonesian government announced that, starting from July 2005, the basic education services of six years at primary level and three years at junior secondary level across Indonesia would be completely free. The Free School Program (FSP) provides funds called *Bantuan Operasional Sekolah* (BOS, or School Operational Support), directly to each school, based on the number of students' enrolments regardless of school status (public or private). The FSP marks the new mind-set of the Indonesian government regard to educational finance; however BOS only can support approximately 70% of the cost that make some district has to top-up (Fitriah et al., 2013). At the senior secondary level, BOS was introduced in 2013 which has similar scheme, but many district still permitted public secondary school to collect money regularly from parents as usual.

Recently, several districts has implemented similar policy like Jembrana district such as Sabang and Musi Banyuasin in Sumatera; Jakarta, Karawang and Surabaya in Java; Pontianak in Kalimantan (Borneo); and Sinjai in Celebes. This policy, like in Jembrana, restrict flexibility that secondary public schools to utilize and manage fund that come from parents. Disappointingly little is understood about the implication of the policy in term of systemic change and its impact to principal leadership challenge at schools.

This study is aimed to investigate the impact of full operational cost to public schools system by the district governments in Indonesia, which will reveal the new situation that not happened previously in many public secondary schools.

Literature Review

Theories and Concepts

Bush (2011) writes that "just as teachers need training to be effective in the classroom, so leaders need specific preparation for their special roles". Some countries like United States and Canada require potential principals to complete a master degree in educational administration; other countries such as Australia, Hong Kong and Singapore require the candidate to be trained by a university (Bush, 2011). In the ASEAN region, Malaysia, Thailand and Vietnam supported by the World Bank, in each country created a national body for principals training and development in the 1990s (Hallinger et al., 2005) that has subsequently trained thousands of principals. The proponent emphasize that it is best when principals practice effective educational leadership where knowledge has been gained from preparation training, which enables them know how to support the instructional capacity of the teachers, provide stability and foster improvement in the school that increases student achievement (Harris, 2014;

Bush, 2011). Several empirical studies report the complexities of these issues which inform diversities about what they taught or not taught in the training (Hess & Kelly, 2007), role of the governments (Thody et al., 2007) or even question about purpose and responsibility (Cowie & Crawford, 2009). This shows the essential aspect of preparation training before somebody is appointed as principal, and the context of different cultures should also be taken into account (Yan & Ehrich, 2009).

Following the preparation of training, the principals, like other professions, have to do a leadership professional development that helps them to become an effective school leader and improve their practice from time to time (Cowie & Crawford, 2009; Harris, 2014). So the quality of program design, delivery, recruitment and retention in these professional 3 development activities should be suited to the needs of the individual (Hess & Kelly, 2007).

Education and Principal Study in Indonesia

Formal schooling in Indonesia started in the Dutch colonial period in the late 1800s with complicated and segregated education system that did not benefit local people (*pribumi*) (Raihani & Sumintono, 2010). During this era schools were elite and provided good quality education. At the higher level the number of *pribumi* students was less than others and most of the teachers and all principals were Dutch nationals (Djajadiningrat, n.d.). During the Japanese occupation (1942-1945), the segregated education system was abolished to give an opportunity to local people, to get education from which they were previously virtually excluded. As a result, school enrolments in all levels of education increased significantly which made it difficult for teachers to manage. At the same time the Dutch teachers were no longer available. For this reason, primary school teachers became secondary school teachers, while students at primary schools were taught by people who could only read and write (Poerbakawaja, 1970).

Another significant change happened in the New Order era (1966-1998), which started in 1974, backed by the rising oil revenue. The government launched the *Inpres* (presidential instruction) program to build one school in each village (Duflo, 2004). As a result, during the first ten years of the implementation of the *Inpres* program, the Indonesian government appointed more than 600,000 primary school teachers (Raihani & Sumintono, 2010); and in 1979-1980 the national budget alone, erected 3,000 new schools (Soedijarto et al., 1980). However, according to Beeby (1979), at primary school level there was no special training for principals and the characteristics were "a man 9 years older than typical teacher...he is rather vague on the role of his position" (p. 93). In the secondary level, a situation was slightly different where as a specialist, principals "cannot be expected to offer technical advice to inexperienced teachers in subjects other than his own, though he can...either simulate or discourage innovation in any part of his school!" (Beeby, 1979, p. 95).

In 1980s the central government, who appointed every public school principal in the country, introduced preparation training for principal candidates that lasted one week although this was not compulsory. The content of the training was mostly about public administration and management which was provided by the education province office staff. Before taking office, mostly public secondary school principals held posts as a vice 4 principal and were chosen for this post by their principal. Some of them had administrative training but not necessarily about school leadership.

A drastic change of managing education that practiced in the centralistic manner since the colonial era happened in 1998 when the New Order collapsed. The new government stipulated the autonomy law, where starting in 2001, the education sector was managed at the district level (Kristiansen & Pratikno, 2006). This situation also is marked the beginning of an era of educational reform which was the enactment of the New Education System Law in 2003 (Raihani, 2007b), which was followed by the implementation of several new policies, such as about school committee and education council (Sumintono, 2010), school operational support that not differentiated between public and private school (Fitriah et al., 2013), teacher certification program (Raihani & Sumintono, 2010) and international standard school (Sumintono et al., 2014).

From 2001, the appointment of public school principals was devolved to the district level (either a city or a regent), as part of an active system of decentralization. Some of them asked help from central government or the local university to train the future principals, however in most cases they just appointed teachers based on their personal preferences. It is not surprise as longitudinal study by Hofstede (1983) about Indonesia society cultural model found that higher hierarchical power can decide anything they like. Because of this situation and the fact of widening capacities of district governments, starting from 2009, the Minister of Education released a regulation (number 6/2009) stating that before becoming a principal, school leadership training was required (MoNe, 2009); and a national agency was established to provide this training called Lembaga Pengembangan dan Pemberdayaan Kepala Sekolah (or LP2KS, Agency for School Principal Empowerment and Development) (LP2KS, 2015).

This training program is called the Development of Principals Managerial Skills. The syllabus contains areas of student management, human resource management, curriculum development, school development planning, monitoring and evaluation, and information and communication technology in school. This training is supposed to be in line with the Ministry of Education decree number 13/2007 regarding principal standards, where a school principal in Indonesia has to be competent in five areas, which are personality, managerial, entrepreneurship, supervision and social (MoNE, 2007). The first stage of the training is seven days training at the LP2KS (70 hours), located in Solo, Central Java; followed by three months (equal to 200 hours) of on the job learning (OJL) (apprenticeship) in two schools (his/her own school and another school in his/her district) where participants are asked to prepare an action plan for change and improvement. The last stage of the process is three days training (30 hours) in the LP2KS which mostly consists of completing a portfolio of the activities undertaken during the on the job learning and the presenting of the portfolio. Total time of this program is 300 hours lesson. Once principals have completed all the training and assessment in LP2KS and pass, the candidate will be awarded a the Unique number of School Master / nomor unik kepala sekolah (or NUKS, a principal registration number), which makes them eligible to be appointed as school principal by the mayor in their respective district (LP2KS, 2015).

There are several research reports discuss about principal that appear in international literature which accessible to get that reflecting situation post-1998. It is interesting to note that even Mr. Fadjar, then a minister of education in 2002, stated that "the Indonesian government did not educate school leaders to be independent in many aspects of school administration" (as cited in Sofu et al., 2012, p. 503). Further, from their study, Jones and Hagul (2001, p. 214), found that "school principals have little authority in running the school or in resource allocation, nor are they usually trained to

manage or lead a school well". This situation is also captured in Bjork's (2005) study which indicates that local authorities, who include school principals to district government, do not have enough capacity in terms of expertise and experience; therefore they rely on a bureaucratic manner to handle challenges and opportunities of education autonomy. The result of this situation is that good practice such as shared-decision making and the empowering of teachers does not happen most of the time because the principals rely on autocratic leadership's style (Jones & Hagul, 2001; Bjork, 2005; Sofo et al., 2012). In addition, one indication by Lee and Hallinger (2012) based on PIRLS research, found that Indonesian principals have less time in terms of practicing leadership role in their school, which affirms that their main emphasis is on school management as stated previously.

An Empirical qualitative study by Raihani (2007a) based on successful school leadership perspectives, come up with unique findings. Involving three principals from Yogyakarta, he found that all embraced "Islamic and cultural beliefs and values that underpinned their leadership...which were articulated in the school leadership and strategies" (p. 481). Two further quantitative studies conducted in Sumatra, one in Lampung (Hariri et al., 2012) and one in Padang (Damanik, 2014) also revealed new findings. The Lampung study found that teacher's job satisfaction improves if the principals' decision making style practice is rational, less dependent, and avoid intuitive, avoidant and spontaneous (Hariri et al., 2012). Meanwhile Damanik's (2014) study emphasizes that the leadership behaviors of the principals and its influence on elements of the school climate are important for school improvement, in this case teacher self-efficacy, in the context of education reform.

In another study completed by Jawas (2014) in Malang, East Java, using mixed-methods about instructional leadership, she found that there are four areas of improvement (curriculum, teachers' professionalism, learning facilities, and students' learning outcomes) where instructional leadership actually supports the practices of managing, promoting, improving and assessing instruction by the principal. But, perceptions between principals and teachers were found to be different, and they do not necessarily lead to the increased frequency of practices that influence instructional improvement. The above studies indicates the spectrum of educational leadership practices that happened contemporary in Indonesian schools. However, there has not been a single study done in the context of school principal preparation: this article endeavors to fill in the gap.

Research Method

Research approach and methods

Research approach to be used in this project is qualitative methods. Population of the study are public secondary schools and public vocational schools in the districts education system that implement policy of giving full operational cost in the area of Central Java province. Identified districts are Karanganyar, Sukoharjo and Semarang.

1) Primary data: questionnaire and semi structure interview:

- Open ended questionnaire distributed to principals at public secondary schools and public secondary schools in Karanganyar, Sukoharjo and Semarang.
- Five principals (two from vocational school and three from secondary school, purposively selected) from each district will be interviewed for 1.5 hours regard to issue and practice that happened after the implementation of the policy. The interviews are digitally recorded.

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- Researcher also will take note of school observation and attend school meeting if allow to do it.
- 2) Secondary data: document analysis
- a) District budget allocation data and school unit cost;
 - b) School development plan and school budget.

Data Analysis

Documents and interviews transcripts were read for issues and themes and an inductive approach was used for coding. Sentences are used as the text unit for analysis, which assigned codes examined to identify meaning.

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Using role play to internalize character building for young children

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Abstract

Education is indeed one of the most important aspects for people's life. The golden age is the best period for children to learn something new. In this period, education should actively be stimulated to children to learn maximally so that children can fully develop their ability. This ability includes cognitive ability, physical ability, language ability, psychomotor ability, socio-emotional ability, religion and moral values. Thus, early education should effectively be given in this period to teach and guide children in order to create the best and the most intelligence generation in the future.

Character education is the effort of teaching children in order to be able to help other people and environment. Character itself is a good value of life which can be the basic fundamental basis for daily activities. This good character should be nurtured as early as possible through education, modeling and habituation.

Role play is a kind of game which involves motion and scene. It has a purpose and rule (Jill Hadfield, 1986). In a role play, student will be set in a particular situation outside or inside the classroom. The roles often applied as the scenario are based on the activities where the students should play a role of a certain figure.

Keywords: Character Education, Role Play Method

Background and of the Study

Education is one of the most important things in human's life as it ensures the continuity of most individual in facing the rapid changes in this era. This is due to the fact that education becomes the essential parameter on how well the quality of particular individual is. For instance, one with higher education would have better access to solution of facing particular problem. In contrast, those with lower education may have more difficulties in finding necessary solutions because the strategic vision and plan to formulate problem solving may be absent. Thus education plays an important role as the key of success in people's life.

However, in the most recent time, the real value of life that is taught through educational institution has been continuously decreasing. Indeed, education is designed to assist individual to have various mastery of science and to have higher intelligence but the real practice of moral value in life, it is not implemented very well. This bad implementation is indicated with the rise of various criminalities carried out by many uneducated people as well as the educated ones. This deviate behavior can even be conducted by children or adults.

The writer believes that a progressive and sporadic movement of growing character building for young children is very crucial to do. It is under the assumption that childhood is the best time in which children have reached their golden period in terms of physical and psychological responses to stimuli from surrounding environment. This period is believed to be the most strategic time to equip children with basic

capability such as cognitive ability, physical ability, psychomotoric ability, language ability, socio emotional ability, religious values and morality. In short, childhood becomes the most crucial period to nurture children with education and morality to prepare for their best future.

Besides, method is also an important aspect in determining the most appropriate way to deliver moral values and character building to children. This is because the characteristics of children which require special technique to make teaching and learning process enjoyable and fun. So, children can really understand the material given by teacher. Thus, the researcher proposed role play as the method of delivery to children.

Discussion

Various Aspects in Children Development

- (1) **Cognitive Aspect.** According to Piaget, cognitive development aspects are categorized into a) Sensorimotor stage involves children between 0-2 years old. b) pre-operational stage, namely for children between 2-7 years old. c) concrete operational stage is between 7-11 years old. d) formal operational stage is between 11-15 years old.
- (2) **Physical Aspect.** Psychomotoric development deals with the ability to control physical movement that is centered in neuron, nerve and coordinated muscle (Hurlock, 1998). Psychomotoric ability is divided into rough and soft psychomotor. For example, children aged between 4-7 years would be dominated in rough psychomotor while after five years, children will start to develop soft psychomotoric.
- (3) **Language Aspect.** Hart & Risley (in Morrow, 1993) stated that two years of old children can produce around 338 words in every hour. In a bigger spectrum, children can even produce between 42 up to 672 words. Language is very important for children. Knowing some words and starting to write will be the fundamental aspect for them to master language.
- (4) **Socio-Emotional Aspect.** Kindergarten is the beginning stage for children where they started to grow social behavior (Hurlock, 1998:252). Social behaviors that they developed in this stage cover teamwork, competition, social acceptance, sympathy, empathy, dependence, friendliness, caring and imitation.

Character Building

Character building is a way to equip children with wisdom and sense of caring to the environment surrounding them (Megawangi, 2004). This process requires a lot of patient and time in order to habituate children with good value and act in daily life. Character is defined as a group of good moral values that become compass in doing any activity in life. This character can also contribute to build moral intelligence and intelligence itself can be built through good characters. Santrock (2007) stated that moral development involves the change of thought, feeling, and behavior based on universal value of right and wrong.

Strengthening moral education and character building are very crucial in recent era. It is very relevant since there is a huge moral crisis in Indonesia. This moral crisis practically happened in terms of free sex, children abuse, cheating, rule breaking, drugs abuse, and other deviate behaviors that become unresolved social problem until now.

Thus, it is very important to internalize strong moral value and character building to counter all those bad behaviors.

According to Lickona, character deals with moral knowing, moral feeling, and moral behavior. It is stated that a good character should cover the knowledge about good thing, willingness to do good thing and doing good thing. Environmental factor plays an important role in character building because the change of someone's behavior is also influenced by this factor. In addition, environmental manipulation can be one of the way to internalize moral values which can be done through physical environment such as school management, curriculum, teacher and teaching method. Further, it can be conducted with intervention, modeling, habituation and strengthen.

Character is not merely about theory but also practical conduct. It is very important to know that character building cannot be stopped at theoretical level but rather to give direct influence in daily activities. The researcher, therefore wants to implement role play as a method to internalize this moral values. Therefore role play is suitable with children characteristic so that the process of teaching and learning can be very fun and enjoyable.

Role Play

Role play is a kind of game which involves motion and scene. It has a purpose and rule (Jill Hadfield, 1986). In a role play, student will be set in a particular situation outside or inside the classroom. Role is often used as a scenario based activities where student should play a role of certain figure (Basri Syamsu, 2000). There are some kinds of role play that can be implemented in a classroom activity for young children. They are:

- (5) To choose one thing "*Pilih satu benda*". Teacher can divide student into small groups where each group will be given different thing. Then, student will be given a right to choose one of it.
- (6) To predict the animal sound "*Menebak suara binatang*". Teacher will distribute the pictures of animal and student are not allowed to open it until the teacher give instruction. Then, student will imitate the sound of the animal in the picture.
- (7) To trigger the word "*Memancing kata*". Student is given a word and the others should guess what the word means by writing it in a paper
- (8) "Moving Family". Teacher will draw a big circle for student. The circle is divided into some parts in which each part will be named differently such as father, mother, brother and sister. Student will stand in each named circle. The mentioned circle should stand to indicate the position.
- (9) The story displayed "*Cerita yang diperagakan*". Teacher will read a story for students. Before the story is read, teacher and student have a deal to particular word in the story. By doing this, once the word has been mentioned by teacher, student should do some motions.

Reasons for choosing role play

There are various reasons for the researcher to choose role play as a method to build character and internalize moral value. The reason will be mentioned in the following explanation.

- (10) It is suitable with children's characteristic in their age to learn and to play.
- (11) This method is fun and good to avoid monotonous and boring classroom activity.

- (12) It allows teacher to use various types of interesting media.
- (13) Children is given a freedom to be what they want
- (14) It involes the combination of theory and practice. Thus student will experience directly.
- (15) Teacher only becomes a facilitator. It is purely a student centered activity.
- (16) It will train student to have good communication skill and to be independent.
- (17) This method will grow social awareness since it involves more grouped activity and allow more social interaction with other friends.

Conclusion

Education is indeed one of the most important aspect for people's life. There are many figures and scholars who give suggestion to start education as early as possible. Even education can be done since the conception period. The golden age is the best period for children to learn something new. In this period, parents should actively stimulate children to learn maximally so that children can fully develop their ability. This ability includes cognitive ability, physical ability, language ability, psychomotoric ability, socio-emotional ability, religion and moral values. Parent should effectively use this period to teach and guide their children in order to create the best and the most intelligence generation in the future.

However, in this global era, intelligence alone will not be enough. Therefore moral values, and any value of life is very important to be internalized to children. Intelligence, character and morality should present all together to create the best generation. Thus, character building and education should also be given optimally to children. The process of character building requires the most appropriate strategy and technique. Hence, the researcher tried to propose role play as the media of delivery in classroom activity for young children.

Role play can be the most suitable method because it is in line with children's characteristic such as playing while studying. Besides that, role play can give children more chance to explore, to be independent and to care to other people. Further, it allows them to work in a team to promote teamwork, honesty and openness. Moreover, the fun characteristic of role play will allow student to really enjoy the learning process and to get the knowledge optimally in order to achieve effective learning.

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Character education based on local wisdom

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Abstract

Education is human activity which has purpose to gain knowledge, skill, and behavioral change. Generally, education emphasized on knowledge and skill, but put less emphasize on behavior changes. Recently, behavior change oriented education, often addressed as Character Education, is often discussed and became an important part on modern curriculum development. Character Education is often implemented in curriculum because knowledge and skill without proper behavior education often led to destructive behavior such as terrorism, pornography, hate speech, and hacking. By implementing character education in curriculum, destructive behavior can be prevented and both knowledge and skill that attained from an education system can be used for common good. Local wisdom provided specific values that can be used to form character education. Local wisdom has deep and meaningful morals that described in daily activities that passed through generations to ensure survival. For that reason, local wisdom need to be included on character education and education curriculum in order to build contextual education which is suitable with local community needs.

Keywords: Education, Character, Local wisdom.

Introduction

Education is an effort to gain and to develop knowledge, to get benefit from knowledge, to change behavior, and finally to shape character. Education now focused on school or class activity rather than learning from daily activities. Research are being developed to make this class activity more interesting and enjoyable for students. Various methods and medias are used to achieve education goal(s) effectively according to timeline. Curriculum have to accommodate cognitive, affective, and psychomotor needs in a proportional manner. Curriculum design that included character education is still debated, especially in how many percentage it takes from whole curriculum and how to do it. In Indonesia, character education was included in 'Curriculum 2013' and still debated by experts, did it have to based on theory or based on culture (or custom). In context of culture (or custom), character education design is facing its own problem: which culture need to be included, is it abroad (or global), modern, or local wisdom that available in where the education takes place. These problems need to be carefully solved because it affects how people live in a country.

Local Wisdom contains positive values and passed through generations. It reflected in daily activities. Thus, local wisdom-based character education will be suitable with local communities and activities. For that reason, local wisdom need to be seriously considered as cornerstone for further character education design.

Method

Literature study was used to analyze this local wisdom-based character education. According to Undang-undang No. 20 Tahun 2003 Republik Indonesia, education is defined as follows:

"Education is purposive and planned action to create learning atmosphere and learning process so student can actively develop his/her potential to gain spiritual and religious power, self control, personality, intelligence, good manner, and skill that needed by him/herself, communities, and country.

Machali & Kurniadin (2012:111-112) stated that generally, education can be understand as two definitions: (1) Broad definition: Education is every learning experience that acquired from every environment in long live context. (2) Specific definition: Education is teaching activity that takes place in school as formal education organization. On the other hand, Mahjubah (on Kompas, 2015: 44-45) stated that education is developing and shaping process through guidance and proper instructions that happened in long live context and contained all aspect of live.

Understanding education, either as broad or specific, will include human activity which is related to behavior changes that called good manner or morals. This kind of education is what addressed as character education.

Local wisdom based character building

L.R. Retno Susanti (stated in Biennale FSUA-PPIK USM meeting at Faculty of Literature (Fakultas Sastra) Universitas Andalas, Padang, 26-27 October 2011) explained how character education started to gain attention. History-genealogically, F.W. Forester (1869-1966), a German pedagogic, is the pioneer of character education that emphasized on etic-spiritual dimension in personality shaping process. According to Forester, there are four basic characteristic in character education. **First**, character education emphasizes on every action that guides on normative values. A child or student respects the existing norms and guide on the norms. **Second**, The existence of coherence or building confidence and courage, so a child will be a firm stance personal and not be easily swayed and afraid of risk every time he or she facing new situation. **Third**, The existence of autonomy: Each student internalizes and manifest external rules to be his/her own values. **Fourth**, determination which refer to one's endurance in realizing what is considered good and loyalty to his/her commitment. Those are four factors that contributed on individual's personality and action.

Yudi Latif (in M. Sofyan Al-Nashr, 2010) stated that character education is a character value implementation system that include knowledge, willingness, and action to manifest value of life towards God, self, humanity, nature and environment, and country as a symbol as good manner. Character education works on many aspects such as. moral education, citizenship education, and character development.

Local wisdom

Poerwadarminta (2011:58) stated that wise means to know, intelligent, clever and prudent. Wagiran (2010) stated that Kearifan Lokal in foreign language is often conceptual as local wisdom, local knowledge, or local genius. Kearifan Lokal can be defined as someone's thinking or idea about life. That idea is based on crystal clear logic, good manner, and positive values. Kearifan lokal can be interpreted as creation of good mind, deep feeling, attitude, personality, and suggestions to humanity. By

understanding and practicing kearifan lokal, good maner and well being will be achieved.

This statement is reinforced by Tina Kartika's research in Sumatera (2014). She made an illustration about Indonesian local wisdom form identity.

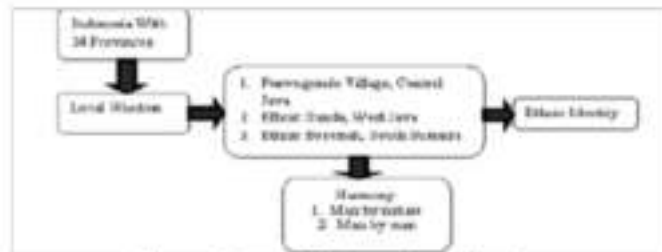


Figure 1. Local wisdom forms identity

Finally, Tina Kartika concludes his research in following diagram.

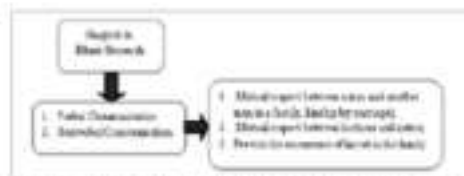


Figure 2. The meaning of local wisdom 'Singkuh' in Basemah Ethnic Sumatera

Discussion

Recently, character education has been developed in Indonesia. The reason for this is because so many graduated student has good knowledge and skill but lack of good manner or shown bad personality. Many corruption, collusion, and nepotism case, either in national and local area level, was done by person with high formal education level. Sexual and drug abuse also often related to high formal education level people. This could be indicated as knowledge and skill abuse to gain personal benefit, not for common good. Without strict control and proper proportion of character education in curriculum, knowledge and skill, together with rapid development of internet and technologies, are prone to be used to gain personal benefit or destructive behaviors.

The fundamentals for character education can be synthesized from local values where the education is held. This fundamentals can be found in 'kearifan lokal' or local wisdom. This local wisdom is about positive things that contain values that passed through generations and became good traditions for peace and common good. Few example of local wisdom in Indonesia are 'gotong royong' or cooperation, 'lenggang rasa' or solidarity, 'malu' or shy when do something wrong, and others local wisdoms that contains positive values. Those local wisdoms can be used as fundamentals of character education in Indonesia.

The combination of Local wisdom, national culture, theology or religious fundamentals, and external culture that contains positive values, will give positive effect in education goal both in local or national area. Holistic education is an education that bring knowledge, skill and behavior change to create better behavior and life.

Conclusion

According to research, we can conclude few things:

- (1) Character education is an education to develop students so the students can use their skill and knowledge for their benefit and this education functioned as control towards knowledge and skill to be used for the sake of common good.
- (2) Local wisdom is positive values that can be synthesized from the culture where the education is held. Local wisdom is wisdom that developed through generations and become traditions that give benefit for many aspect of life.
- (3) *Kearifan lokal* or local wisdom that used as basis of character education development are every activity or physical product that contains positive value and good philosophy. This local wisdom contributed to the effort to achieve general purpose of education.

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The role of Indonesia vocational education in facing asean economic community

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Abstract

Vocational education, have an important role in the development of all human beings and the development of Indonesia. One strategic effort developing competitiveness in the Asian Economic Community (AEC) have to optimize the vocational technology education at various levels. Technology education and vocational education sector is as one of reliable suppliers of labor. Vocational technology education program is aimed to produce graduates who has mastered the ability in certain occupations that can be directly absorbed as workers in the industrial / private, government agencies or independent entrepreneurs. Vocational education will be able to run optimally if the stakeholders (public, government / business) industry work together in realizing the education that prepares ready labor. Asian Economic Community (AEC) aims to improve the welfare of all members of ASEAN in facing competition on a regional and global scope. This is a very significant to be developed in response to treatment of human security includes economic, food, health, environmental, personal, community and political securities. Indonesia is currently in the stage of economic growth. For support sustainable economic growth, it is necessary to strengthen the quality human resources which is capable of meeting this challenge. Vocational education later must have a maximum role in generating ready employment and able to compete in Asian Economic Community (AEC).

Keywords: vocational education, Asian Economic Community (AEC)

INTRODUCTION

Indonesia inevitably involved in the process of globalization and competition widespread to other places in various forms of the flow of goods, services man power and capital flows. ASEAN Economic Community (AEC) is one of opportunities and a challenge for Indonesia in the face of the economic Asia. Through the AEC, will happen integration the economic sector.

The main concept of AEC is to create ASEAN as a single market and unity the basis of production where happened free flow for goods, services, production factor, investment and capital and the removal of tariff for trade between ASEAN countries then expected to reduce poverty and economic gap between of its member states through a number of mutual cooperation. In voted Indonesia as central free trade AEC, the government Indonesia need to do preparation, from the preparation infrastructure come to preparation for created resources improve our mankind Indonesians skilled and professional.

To create skilled human resources and professionals, not in spite of a quality education. Without a quality education, hope to create skilled human resources and professionals, will only be a hope. Competition labor in AEC will be very tight. Like everywhere in the world of free market of AEC, Indonesia would be flooded by labor

and business players from foreign countries in the ASEAN region. What more the size of the human resources community of Indonesia is flattened under the human resources community foreign citizens ASEAN region. Without skilled human resources, qualified and professionals who have by in Indonesian society, then can in make sure Indonesia would only create the menial labor, such as laborers, and housekeeper .

In the global era, the world of education in Indonesia at the moment and who is to come is still facing big problem that the more severe and complex . Indonesia must be able to compete with other countries both in the products, services, or in the preparation of human resources. There are several examples as a challenge Indonesia to develop the potential of human resources, namely by real conditions that Indonesia's position in the ranking of the nation's competitiveness in the world international is number 102 in 2003, while in 2007 the number 111 with 0697 score of 106 Asian and African countries surveyed Human Development Index (HDI) (nationmaster.com).

Performed by the government and the stakeholders is preparing human resources lead and powerless competitiveness of ensuring economic development linear with human development. The quality of labor high quality present when human development powerless superior Indonesia competitiveness. Access to education, health, work, nutrition and other public facilities will determine the quality of human and labor Indonesia.

DISCUSSION

Superiority of a nation no longer rely on natural resources, but in the primacy of human resources, the educators were able to answer challenges very quickly. This wealth is more than enough to encourage education experts and practitioners to conduct systematic reviews fix or improve the national education system. So that school leavers are able to adapt dynamically with changes and challenges, the government throws a variety of policy on education which gives ample scope for schools and its people to determine their own development plans and programs within their with the needs and conditions of each. Education occupies the central position in development because the goal is improving the quality of human resources. Therefore, education is a groove the development of the entire sector development.

Education is closely associated with the development. Education is efforts to humans and capable of producing human resources development support while development is the effort of human beings and to support education (coaching, investigations, advice and so on). Education occupying central position in development because the targets are improving the quality of human resources.

Fulfillment of a productive workforce can be done with education employment. Non-formal education and informal employment carried on Training Center (BLK), Community Centre (CC), vocational training institutes, courses job training, and many others. While employment formal education is generally carried out in upper secondary education and higher education with the type of vocational education, vocational, professional and academic as mandated Law on National Education System No. 20 of 2003.

Vocational education is an education that prepares learners to be able to work in a specific field (Law No. 13 of 2003). Meaning education vocational more specifically described in the government regulation (PP) No. 29, 1990, is education at the secondary level that promotes development the student's ability to carry out certain types of work. In Act National Education System No. 20 of 2003 Article 15 outlined that the SMK as

unit forms of secondary education that prepares students primarily for working in a particular field.

Vocational education has different characteristics with education. Generally, both in terms of educational criteria, the substance of lessons, as well as graduates. The criteria attached to the vocational education system according to Finch and Crunkilton (1984: 12-13), among others, (1) the orientation of education and training; (2) the justification for the existence and legitimacy; (3) focus on the content of the curriculum; (4) the success criteria learning; (5) sensitivity to the development of society; and (6) the relationship cooperation with the community. Nolker (1983), states that in choosing the substance of lessons, vocational education must always follow the development of science and technology, community needs, the needs of individuals, and employment.

The Government continues to encourage junior high school graduates to continue their education in Vocational High School with the hope they can become graduates skilled and ready to work. Skilled and productive graduates who are needed in the world which currently dominate the industry sector of the economy. It is inevitable that industry excellence in a country is determined by the quality of skilled workers involved directly in the production process. Some of the reasons why the need for power skilled as a pillar industry advantages are: (1) skilled personnel are directly involved in the process of production of goods and services; (2) skilled workers is needed to support the growth of industry in a country; (3) competition growing increasingly tight global and sharp, skilled labor is a factor of excellence the face of global competition; (4) technological progress is an important factor in excellence, excellence factor is dependent on skilled personnel master and apply; (5) The person who has the skills to have high opportunities for work and productive, the more a country has skilled and productive labor, the stronger the economic development of the country concerned; and (6) a growing number of countries have unskilled labor, then the more the possibility of unemployment which would be an economic burden countries concerned (Djojonegoro, 1998).

Vocational education serves to prepare students to be human Indonesia fully capable of improving the quality of life, is able to develop it self, and have the expertise and courage increase revenue opportunities. As a special pendidikan, vocational education is planned for prepares students to enter the workforce as productive labor were able to create a superior product that can compete in the global market and professionals who have moral qualities in the field of vocational. In Besides vocational training also serves to prepare students to master science science and technology (science and technology).

The function of vocational education to prepare students to become productive workforce among others, include:

- Meet the labor needs of business and industry.
- Creating jobs for themselves and for others.
- Changing the status of the students into the nation's dependence on income (productive).

Meanwhile, as a professional workforce capable of working students its work quickly, accurately and efficiently based on the following elements:

- Science or systematic theory.
- Professional authority that is recognized by clients,
- Sanctions and the public recognition of the legitimacy of its authority and
- Regulative ethical code.

Furthermore, to prepare students to master science and technology is intended to make students:

- Able to follow, master, and adjusting to the advancement of science and technology.
- Have the basic skills to be able to develop themselves sustainably

As for some of the fundamental problems still faced by Indonesia in order to face the AEC 2015. *First*, the high number of unemployed veiled (disguised unemployment). *Second*, the low number of new entrepreneurs to accelerate the expansion of employment opportunities. *Third*, Indonesian workers dominated by workers are not educated so that their productivity is low. *Fourth*, the increasing number of unemployed educated labor force, due to a mismatch between college graduates with labor market needs. *Fifth*, inequality labor productivity between sectors of the economy. *Sixth*, the informal sector dominates employment, where the sector has not received the attention optimal from government. *Seventh*, unemployment in Indonesia is the highest unemployment of 10 ASEAN member countries, including the unpreparedness of skilled labor in facing MEA 2015. *Eighth*, the workers' demands for a minimum wage, labor contracts, employment and social security. *Ninth*, the problem of Labor Indonesia (TKI) that are scattered abroad.

Efforts to improve the quality of human resources can be reached with the efforts of synergy between government, business, and academia to establish competency standards professionalism in each sector. Efforts to improve the quality of human resources for compete in the face of AEC 2015 must be implemented in order progress and catch up with other countries. Concomitant with the position and the role of labor is very important in the implementation national development, the momentum of entry into force of the MEA should be a national agenda in managing the problem of labor during this time as specified in the Act Number 13 of 2003 on Manpower also worth considering as legal protection in improving the quality of labor in general in accordance with dignity of humanity. The new paradigm of improving the quality of labor rests on three main pillars, namely competency standards work based training competencies and competency certification by an independent institution.

In a short period of time, the ability to innovate and mastery technology is a necessity to be done because the majority of output primary and secondary education sector will work under or manual labor. These skills can be pursued quickly because students will be taught how to how to work the creative and innovative. As for the development of the ability to build network priority for labor-management level are generally carried out by college graduates. However, if these skills possessed by all levels education hence can improve the quality of education so that the power of graduate employment increasing the competitiveness of our workforce.

Preparing human resources is not an easy job and can done instantly. However, if our education (teachers and schools) could equip students with the skills of the graduates of our education will have the confidence and motivation to develop themselves optimally so as to compete globally. Can our educational device do? If not, the government should provide regulations facilitate the public to open training institutions that provide skills to innovate, mastery of technology, and the ability to build network in accordance with the requirements. Thus, our education had a big hand in setting up the resources ready for the AEC 2015 and global competition.

CONCLUSION

The role of education in facing the coming of the AEC, is desirable. Either in the form of a formal education, non-formal and informal especially in vocational education sphere. Due however to the MEA will gave birth to the human impact on Indonesia to pursue competence in Indonesia hoped that the community be able to compete with the countries of the community ASEAN entering the free market MEA. Vocational education has a positive contribution to economic growth in Indonesia, through the ability to generate human resources or labor skilled and productive fit the demands of globalization. Vocational education can interpreted as *keduniakerjaan* education. Changing world of work and employment and developed as a result of progress can teknologi.

Vocational education effective to note the presence of some principles of vocational education among them:

- (1) The tasks carried out by means of exercises, tools and machines as set in the workplace.
- (2) Learners are trained in the habit of thinking and working as required in the work it self.
- (3) Teachers have had successful experiences in the application of skills and knowledge of the operation and work processes to be performed.
- (4) Since the beginning of the exercise already habituation behavior that will be shown in job.
- (5) The training given to the real work.

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Developing entrepreneurship motivation model for university students

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Abstract

Recently Indonesia has concerning problem including the limitation of job opportunity for fresh-graduate student with rising intellectual unemployment. Motivation is a condition which causes someone to do one activity in order to reach an objective. Well-developed entrepreneur-spirit of university student is considered as an alternative to decrease joblessness. The scholars are obliged to be educated young entrepreneur who can blaze their own way. Entrepreneurship is a logic and precise choice. Not only offering enormous opportunities to be successful, it's also in line with government's program in accelerating the creation of robust middle lower and small businesses, whose science and technology are implemented from formal education.

Keywords: development, motivation model, entrepreneurship, university student

INTRODUCTION

Nowadays Indonesia faces significant problem in planning vacancy for scholars. It can be seen from rapidly increasing number of intellectual unemployment. Unemployment is caused by the difficulty of finding job in the middle of intense competition (Vemmy, 2012). The condition that is faced will be worsening in the midst of global competition (such as enforcement of ASEAN/MEA Economic People) that is likely to confront Indonesian scholars towards unlimitedly with overseas scholars. Therefore, students need to be directed and supported to be not oriented as (only) job seeker, unless to be ready and capable of being job creator.

University, in this case, is expected to be able to creating scholars who are capable of filling the jobs. Entrepreneur executive roles cannot be denied, because they are who bring alteration and progress of Indonesia's Economy.

Growing Entrepreneurship spirit to university study is believed as an alternative to decrease unemployment. Scholars is expected to be young-educated-entrepreneur who will pioneer their business. The number of young entrepreneur in Indonesia is only approximately 0,18% out of indigenous citizens of Indonesia. This number is neglected to be behind compared with developed countries such as USA which reaches 11,5% as well as Singapore with total 7,2% of young entrepreneurs out of its inhabitants (Suharti and Sirine, 2011).

DISCUSSION

According to Baum, motivation is a move booster from inside that directs someone into an action towards particular purpose, so that focuses someone attention and supporting actions that are taken (Leon, Yunal, 2013).

Peter F. Ducker (1985) (in Kasmir, 2014) defines entrepreneurship as a spirit, ability, attitude and individual behavior in handling a work (activity) that directs towards effort in finding, creating, applying the way of work, technology and new

product by increasing efficiency in giving better service or gaining great benefit. Aspects of entrepreneurship motivation according to Shane (Yunal, 2013):

- (1) Need for achievement (nAch). Need for achievement is the prominent necessity from another McClelland theory of necessity. McClelland (1961) stated that individual with high nAch have huge possibility to do activities or works by broadening the responsibility, skill, effort, and high risk to reach the desired result, including clear feedback of their work (Shane, etc., 2003).
- (2) Locus of Control. Locus of control is a shape of self-control, how far someone believes that they control their own destiny, or believe that someone can control their self from facing an incident or something effecting themselves. Someone with internal locus of control has the self-belief that they can control something in themselves; control and direct their life and be responsible for each result that they reach. If someone is dominant with external locus of control, the belief that controls every aspect of their life and everything they received is from outside power that is part of faith like lucky and opportunity (Robbins, 2001).
- (3) Vision. Mechanism to reach an opportunity must come to mind of an entrepreneur, where entrepreneur delivers idea/ambition to break that chance. This Idea/ambition is called as a perspective (Shane, etc., 2003). Perspective creates motivation through hopefulness of future desired (Leon, etc., 2008).
- (4) Desire independence. Desire Independence is an individual hope to get freedom. Many of investors who have done an observation to the entrepreneur role that need freedom. In owners' perspective, most of them are pleased to be a boss in their undertaking business because they desire a freedom to do plenty of things through their own way. (Kuratko and Hornsby, 2009).
- (5) Egoistic passion. Egoistic passion can be defined as enthusiastic, egoistic in work. In this matter, Egoistic is defined as a desire/passionate in work, love the process in establishing the organization and gaining advantages or profit. They are prompted to do what are essential to them; that is to do all demanded tasks.
- (6) Drive. A drive substantially refers to a passion for performing an endeavor; both toward the way of thinking and realizing an idea into reality. While entrepreneurs work for opportunity so then they are inclined to act according to their thought-- or realizing something into reality.
- (7) Goal setting. Theory of Goal setting (goal-setting) shows that more challenge in achieve the goal that directs to the better work will resulting more motivation, in predicting a proper behavior and increase the possibility in achieve that goal (Leon, etc., 2008).
- (8) Self-efficacy. Self-efficacy according to Bandura (1977) is a belief inside someone in measuring their capability while controlling and finishing required action to attain an aim. High Self-efficacy of someone makes him or her desired to do challenging tasks and balancing by high durability so that can be reached the desired result. Therefore, individual with high Self-efficacy will do the best in order to achieve desired things (Barbosa, 2007).

Besides gender, factor that affects motivation in student entrepreneurship is parent's occupation. Student whose parents or siblings are employee has lower entrepreneurship sense than those whose parents or siblings are entrepreneurs. It shows that entrepreneur experience from family will give indirect experience to someone who has entrepreneur spirit, because at least, someone or students who have tacit knowledge

to operate a business, and know the way to face a problems in business, as well as how to promote the products or service, and the way to access financial capital and so forth.

Other factors affect motivation of entrepreneurship is internal factors. Internal factors consist of personality and motivation (Koranti, 2013). In the Theory of Planned Behavior, Fishbein and Ajzen asserted that elements of attitude are autonomy/authority, economic challenge, self-realization, and perceived confidence, security & workload, avoid responsibility, and social career. In this research some of elements from attitude variable are having authority and autonomy (authority and autonomy), desiring a work that are challenging and high economy valuable (economic opportunity), loving creature work and creative (self-realization) and having firm belief about entrepreneur skill (perceived confidence) have positive impacts toward entrepreneur spirit. This found support the previous research that was done by Tjahjono & Ardi (Budi Azwar, 2013). Perceived confidence, and authority and autonomy are two elements that have quite impact toward entrepreneur spirit. It means increasing of student entrepreneurship spirit can be done by increasing self-conviction through mastering the entrepreneurship skill and give a complete freedom to students to decide their own career choice in future that appropriate with their excitement.

CONCLUSION

According to explanations above, it can be summed up that motivation of entrepreneurship are affected by variety of factors. Those factors are internal factor and contextual factor. Referring to several researches, it showed that external factor has positive effect toward someone's entrepreneur motivation. Environments factor consist of family environment and outside environment. One of someone motivation factors to take entrepreneurship action is the parental refuge. Many of individuals receive business education, experience that their parents have built, and influence student entrepreneur desire.

Internal factor consist of personality, motivation and behavior toward attitude and self-efficacy. An entrepreneur needs specific personality to support entrepreneur desire such as leadership. In entrepreneurship, the role of motivation, indeed motivation to be success is infinitely remarkable, as in motivation there is motive that will stimulate someone in pursuing success. Besides, desire of entrepreneurship is decided by high self-efficacy that student has, it is high self-confidence and mental maturity.

CRITICS AND SUGGESTION

Material conveyed is considered has limitation in both material things and solution offered in solving problem to increase entrepreneurship motivation for students. In addition to the constructive criticism and suggestions so we hope to study the development of the current problems. Beside constructive critics and solutions, it's very valuable to study further regarding this topic.

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The Level of English Proficiency among the High School Students of University of Saint Anthony: An Assessment

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ABSTRACT

The research intends to assess and have a clear view of the level of English proficiency among the high school students of University of Saint Anthony, and to draw out the status of the language proficiency among the respondents especially in using the English language. Specifically, it sought to answer the following questions: 1.) What is the profile of the respondents along a. Age, b. Gender, and c. Number of members in the family living together. 2.) what is the level of students' proficiency on English language in terms of: a. Reading; b. Comprehension; and c. Speaking 3.) How many percent of the students obey the Speak English policy. 4.) What measures can be proposed to enhance the students' proficiency on English.

The study was premised on the following assumptions that the profile of the respondents and their level of English proficiency vary; that the high school students of University of Saint Anthony are proficient on English; that a high percentage of high school students abide with the Speak English policy; and that conducting intensive reading sessions and speaking drills can enhance the students' proficiency in English. The respondents of the study were the Grade 7-4th year high school students of the University of Saint Anthony. The researcher made use of the descriptive survey method. The statistical tools used were the percentage technique and rank ordering.

Keywords

Introduction

The importance of language is essential to every aspect and interaction in our everyday lives. We use language to inform the people around us of what we feel, what we desire, and question/understand the world around us. We communicate effectively with our words, gestures, and tone of voice in a multitude of situation. Would you talk to a small child with the same words you would in a business meeting? Being able to communicate with each other, form bonds, teamwork, and it's what separates humans from other animal species. Communication drives our lives and better ourselves.

Nowadays, everyone knows the importance of English language in today's world, importance of English language in our society and importance of English in daily life. The importance of English language in non spoken countries as well importance of English language in Pakistan increases day by day. As we know importance of English in communication becomes very important day by day. As the second language, we could never ask for questions why even the kids are already learned with the English language. Since elementary to college, most of the universities worldwide includes English as one of their major subject which clearly shows the importance of English language. Literature English language has been widely used and considered as the

universal language. English is very powerful that it has been used when negotiating with very prominent personalities. With regards to worldwide meeting, the language of English is officially the language being spoken.

Since the English Language has been appointed as the universal language, a number of people nowadays had been rushed to some English schools, English Language Institute or English Language centers to learn the latter language; most are those who have been studied from their school where English subject was not included. Even some of the elite personalities chose to learn an English language because some of them planning to venture businesses in other countries, and the English language could be their gear as well as tool when flocking abroad for the business purposes. Without universal language which is English, people until now would find life being empty and less fortunate. Every countries will never experience being progressive and luxurious because without the presence of English dialect things is impossible to happen.

In all schools, the English language is mainly used as the medium of instruction in most of the subject areas from elementary to college level. Students are therefore expected to be proficient in the English language as it is used by the teachers as their medium of instruction. The proficiency of students in the English language goes along with many areas such as Speaking, Reading, Comprehension, Grammar, and others. Students who are proficient in all the areas of the English language will have an edge over the other students, and will be globally competent since English is dubbed as the universal language primarily used in all negotiations and businesses, thus, the "Speak English Policy" was implemented in many schools in the Philippines to strongly encourage the students to speak in English especially during class hours of subjects that are taught in English, and even in normal conversations. It has aimed to enhance the level of English proficiency among the students. But the dilemma of low English proficiency especially among high school students which is continued until college is a big problem in our country.

The study aims to determine level of English proficiency among the high school students of University of Saint Anthony. Specifically, it seeks to answer the following questions:

- (1) What is the profile of the respondents along Age, Gender, and Number of members in the family living together?
- (2) What is the level of students' proficiency on English language along Reading; Comprehension; and Speaking?
- (3) How many percent of the students obey the Speak English policy?
- (4) What measures can be proposed to enhance the students' proficiency on English.

RESEARCH METHODOLOGY

This portion presents the description of the method, procedures, and sources of data to be used in this study. It also emphasizes the data gathering tools and statistical treatment to be used in the analysis and interpretation of data.

The research method used in this study was the descriptive survey method. This method was designed to gather information about the present existing conditions. The principal aims in employing this method are to describe the nature of situation as it exists at the time of the study and to explore the cause of particular phenomena.

The researchers used the descriptive survey to collect data from the respondents in order to assess, identify, and analyze the students' level of English proficiency and to test the significant relationship among the respondents' answer to the questions

concerning the current status of the subject of the study. The use of descriptive survey instrument as a device was provided for the researcher to obtain descriptive information that answers the queries set on this study. The study was composed of 80 student respondents from all the year levels of the High School department of University of Saint Anthony shown in table 1.

Table 1 Respondents

| Year Level of Respondents | No. of Respondents | % |
|---------------------------|--------------------|------|
| Grade 7 | 20 | 25% |
| Grade 8 | 20 | 25% |
| 3 rd Year | 20 | 25% |
| 4 th Year | 20 | 25% |
| TOTAL | 80 | 100% |

Table 1 displays the distribution of the respondents by year level. Specifically, the student respondents came from Grade 7 with Twenty (20) students, Grade 8 with Twenty (20) students, Third year with also Twenty (20) students, and Fourth year with Twenty (20) students. All year level has 25 percent of the total number of respondents.

Data Gathering Tools

In gathering the data in this study, the main tool use was the questionnaire, made up of two (2) parts. Part 1 is about the personal profile of the respondents. They were asked to check the appropriate boxes for their answers. Part 2 is the 10 item test where the students were asked to answer questions that would assess their level of proficiency in the English language.

RESULT AND DISCUSSION

This portion presents the data which are pertinent to the identification of the students' level of proficiency in English among all the year levels of the High School Department. This portion contains the respondents' profile and English proficiency level.

This presents the respondents' data according to age, gender, and number of family members living together. The data was interpreted using the frequency distribution table and percentage technique.

Table 2 Age of Respondents

| Indicators | # of Respondents | % | R |
|--------------|------------------|-------|---|
| 12-13 y/o | 24 | 30% | 1 |
| 14 y/o | 22 | 27.5% | 2 |
| 15 y/o | 16 | 20% | 4 |
| 16 and above | 18 | 22.5% | 3 |
| TOTAL | 80 | 100% | |

Table 2 discloses the number or population of respondents by age bracket. The data shows from the population of students, 24 or 30 percent belong to age brackets of 12-13, which ranked first; 22 or 27.5 percent in the age bracket of 14 y/o, second in rank; 16 or 20 percent belong to 15 y/o, ranked third; and an equal of 18 respondents or 22.5 percent belong to the age brackets of 16 and Above.

From the data, it is constructed that when these students of young age are well oriented and learn how to use the English language correctly, the level of proficiency

among the students will be raised, which shall largely contribute to the improvement and language literacy of the school and the community.

Table 3 Gender of the Respondents

| Indicators | # of Respondents | % | R |
|------------|------------------|------|---|
| Male | 24 | 30% | 2 |
| Female | 56 | 70% | 1 |
| TOTAL | 80 | 100% | |

The data presents 24 students or 30 percent of the respondents belong to the male populace, while 56 or 70 percent were female.

The data shows that most of the respondents were female. This only means that the female population dominates the population. This also implies that if these male and female students will be earth proficient enough on English, they will have an edge and will not have difficulty on finding jobs in the future.

Table 5 shows the respondents' number of members in the family living together under one roof. The data shows that forty-two or 52.5 percent of the respondents live with 4-5 members at home which rank first. Thirty or 37.5 percent stated that they live with 6-8 members at home, which is second in rank. 6 students or 7.5 percent claimed that they live with 2-3 members of the family while only 2 or 2.5 percent lived with a 9-12 members at home.

Table 4 Number of Family Members Living in One Roof

| Indicators | # of Respondents | % | R |
|--------------|------------------|-------|---|
| 9-12 members | 2 | 2.5% | 4 |
| 6-8 members | 30 | 37.5% | 2 |
| 4-5 members | 42 | 52.5% | 1 |
| 2-3 members | 6 | 7.5% | 3 |
| TOTAL | 80 | 100% | |

The data implies that big number of members in the family means big population, and if this population is very well proficient in speaking English, it will be very beneficial for the children.

This portion contains data with regards to the level of the respondents' English Proficiency, and the percentage of students who follow the "Speak English Policy".

Table 5 Speak English Policy

| Indicators | N | % | R |
|--|----|--------|---|
| Do you obey the imposed "Speak English Policy" in the School | | | |
| ALWAYS | 34 | 42.5% | 1 |
| SOMETIMES | 25 | 31.25% | 2 |
| NEVER | 21 | 26.25% | 3 |
| TOTAL | 80 | 100% | |

The data reveal that from a population of Eighty students, Thirty-four of them or 42.5 percent of the population has said that they Always obey the "Speak English Policy", while a total of Twenty-five or 31.25 % has said that they follow the policy only Sometimes, while Twenty-one or 26.25 percent of the population have really said that they Never abide with policy.

From this data, it can be noted that there is still a larger percentage of high school students who follow the "Speak English Policy". Thus, a large percentage of high school students have the tendency to be very proficient in understanding and speaking English.

The data from table 6 displays that when the students are asked with this question: Can you speak fluently and argue in English with strict observation to proper grammar? Fifty-four or 67.5 percent of the population said "Yes", and only Twenty-six or 32.5 percent have said that they cannot speak and argue in English with adherence to correct grammar, which made a good implication on the first question. When they were asked if whether they can speak high sounding English words, only Thirty-four or 42.5 percent of them answered "yes" while Forty-six or 57.4 percent has said that they can't speak high sounding words, which is expected as they were still high school students.

Fifty-eight or 72.5 percent of them said that they can express their thoughts freely in English without stammering, while Twenty-two or 27.5 percent of them claimed that they do not. Fifty-seven or 71.25 percent of them answered "yes" when they were asked if they could read and pronounce words in English properly, while only Twenty-three or 28.75 percent of them said no.

When the respondents were asked if they always read English written texts, Seventy-four or 92.5 percent of them said "yes" while only six or 7.5 percent of them said "No". Sixty-five or 81.25 percent of them claimed that that they can easily understand what they have read, while fifteen or 18.75 percent of them cannot. Among the respondents, Sixty-eight or 85 percent can tell the uses of each word in a sentence while twelve or 15 percent of them said "no".

Fifty-four or 67.5 percent of the respondents can fully understand the things being taught by their teacher using English as a medium of instruction, while only Twenty-six or 32.5 percent of them claimed that they cannot. When they were asked if they can understand and explain a paragraph or a selection written in English, Fifty-six or 70 percent of them said "yes" while Twenty-four or 30 percent said "no". For the last question, Forty-seven or 58.75 percent of them said that they can readily follow multiple instructions told in English while Thirty-three or 41.25 percent said "no".

Table 6 English Proficiency Level

| Indicators | N | % | R |
|---|----|--------|---|
| SPEAKING | | | |
| 1. Can you speak fluently and argue in English with strict observation to proper grammar? | | | |
| Yes | 54 | 67.5% | 1 |
| No | 26 | 32.5% | |
| TOTAL | 80 | 100% | |
| 2. Can you speak high sounding words in English? | | | |
| Yes | 34 | 42.5% | |
| No | 46 | 57.5% | 1 |
| TOTAL | 80 | 100% | |
| 3. Can you express your thoughts freely in English without stammering? | | | |
| Yes | 58 | 72.5% | 1 |
| No | 22 | 27.5% | |
| TOTAL | 80 | 100% | |
| READING | | | |
| 4. Can you read and pronounce the words properly? | | | |
| Yes | 57 | 71.25% | 1 |

| | | | |
|--|----|--------|---|
| No | 23 | 28.75% | |
| TOTAL | 80 | 100% | |
| 5. Do you always read English Written texts? | | | |
| Yes | 74 | 92.5% | 1 |
| No | 6 | 7.5% | |
| TOTAL | 80 | 100% | |
| COMPREHENSION | | | |
| 6. Can you easily understand what you have read? | | | |
| Yes | 65 | 81.25% | 1 |
| No | 15 | 18.75% | |
| TOTAL | 80 | 100% | |
| 7. Can you tell the uses of each word in a sentence? | | | |
| Yes | 68 | 85% | 1 |
| No | 12 | 15% | |
| TOTAL | 80 | 100% | |
| 8. Do you fully understand the things being taught by your teacher using English as a medium of instruction? | | | |
| Yes | 54 | 67.5% | 1 |
| No | 26 | 32.5% | |
| TOTAL | 80 | 100% | |
| 9. Do you find it easy to understand a paragraph or selection written in English? | | | |
| Yes | 56 | 70% | 1 |
| No | 24 | 30% | |
| TOTAL | 80 | 100% | |
| 10. Can you readily follow multiple instructions told in English? | | | |
| Yes | 47 | 58.75% | 1 |
| No | 33 | 41.25% | |
| TOTAL | 80 | 100% | |

It can be noted that in all the questions asked to the respondents, more than half of them have always chosen the answer "yes" except for question number 2 which pertains to their ability to speak high sounding English words. The questions raised belong to the three areas being assessed such as Reading, Comprehension and Speaking; the respondents were able to get a good weighted-average on each area, which made a good implication on the assessment of their English proficiency level. These results can be attributed to the percentage of students who follows the "Speak English Policy", and can also be an effect of English as the main medium of instruction in most of their subjects.

Table 7 presents the summary table of the Level English Proficiency among the High School Students of University of Saint Anthony.

Table 7 Summary Table

| Indicators | General Weighted Average | Verbal Description | R |
|---------------|--------------------------|----------------------|---|
| Reading | 88.83% | Much Proficient (MP) | 1 |
| Comprehension | 80.65% | Proficient (P) | 3 |
| Speaking | 87.98% | Much Proficient (MP) | 2 |

Legend:

| Interval Scale | Verbal Interpretation |
|-----------------------|------------------------------|
| 90 and above | Very Much Proficient (VMP) |
| 85-89 | Much Proficient (MP) |
| 80-84 | Proficient (P) |
| 75-79 | Fairly Proficient (FA/P) |
| 74 and below | Not Proficient (NA/P) |

The data shows that the respondents have acquired a general weighted average of 88.83 percent or described as Much Proficient (MP) on the area of Reading which ranks first, while 80.65 percent or described as Proficient (P) on Comprehension, Third in rank and a general weighted average of 87.98 percent on Speaking or also described as Much Proficient (MP).

The data generally means that the respondents have a good level of English proficiency on the areas of Reading and Speaking while they have an average level of proficiency on the area of Comprehension.

This only implies that the High School students of University of Saint Anthony need to further enhance their English proficiency in all the areas that were assessed. As students in a private school, they were expected to possess a very high level of English proficiency, and that they must master the English language. This will be a very good edge for them against other students from other schools.

Along this, intensive reading sessions and speaking drills may be of best help on enhancing and improving the students' level of English proficiency not only on the three areas which were assessed.

CONCLUSIONS AND RECOMMENDATIONS

This portion presents the summary of the preceding parts and reflects the findings of the study. From the findings, conclusions were drawn and recommendations were given. Based from the foregoing findings of the study, the following conclusions were drawn:

- (1) More than twenty percent of the respondents belong to age brackets of 12-13; seventy percent belong to the female populace; and more than fifty percent live with 4-5 family members.
- (2) The level of students' English proficiency along Reading and Speaking areas is Much Proficient while along Comprehension is only proficient.
- (3) Intensive reading sessions along with frequent speaking drills will surely enhance and can greatly improve the students' level of English proficiency in all areas.

In the light of the findings and conclusions, the following recommendations are given:

- (1) Strictly implement the "Speak English Policy".
- (2) Encourage the students to read more articles, texts, or books that are written in English to further improve their comprehension. They must also practice speaking in English always and try to use English whenever they are expressing their ideas or thoughts.
- (3) Urge the instructors to use English effectively as a medium for their instruction. They must not forget also to provide assistance to the students whom they know have low level of proficiency in the English language.
- (4) Teachers must conduct more reading sessions and speaking drills especially on the English subjects.

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Education based cultural in globalization era: case the Indonesian context

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Abstract

Education is one of the most important things in building the civilization. Largely, education is all of human activities in getting knowledge, changing behaviors and skills. In dimension of time, education takes place since in the womb until the end of life. While in the narrow sense, the education nowadays has institutionalized in units of educational institutions are classified in various disciplines. Educational process is known as a subject of education in teaching-learning activity between a teacher and the students. The changes of paradigm tell that students are not as the receiver knowledge of the teacher only but they have given the freedom to express independently in achieving the goals of education with a variety of learning resources. Moreover, the knowledge, skills, and students' behavior are not only through transferring of the transactional knowledge but more than that is the transformation of values from the teacher. The process of transformation the values to students is uneasy to do, so in realizing it, the teacher needs to placement the culture as the basis of education in various educational units. Education and culture are two things that really related and cannot be separated, indeed culture became the basis of the educational implementation process. Culture is talking about the national identity where the education was organized; however, culture also can be mixed by other culture and creating the new culture. The globalization era is allowing the various cultures of the nation gathering each other so whether a nation wants to remain pure in maintaining its own culture or accepting the other positive cultures with selecting first. Culture of the nation can be universalized become the worldwide culture or globalizing the culture. Then education becomes really important in creating quality human resources, cultural products and cultural activities in order to realize the competition and comparative.

Keywords: education, culture, and globalization

INTRODUCTION

Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process that make learners are actively developing his/her potential to have the spiritual strength, self control, personality, intelligence, good attitude, and skills that needed for his/herself, society, and the nation. (The act of Republic of Indonesia No. 20 Year 2003 Article 1—*UURI No. 20 Year of 2003*). Based on this understanding is shown its relation with the identical things of culture such as knowledge, noble character, and the skills. Culture is all about human being like his/her thought, personality (behavior) as well as the results of the skills that used to support human life.

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If traced the level of education issues started from philosophy issues, educational theory, policy of education, managerial until the operational technical education. This derivative systematic gives clarity to the observer or educational actors to be able to dissect the issue of education and provide the appropriate solutions to the complexity problems of education.

In this information era, education has contributed pretty amazing science for development of technologies. Nowadays, for people, technology is like God even people are addicted by all of technology products (acute dependence). Nevertheless, technologies are misused for harms of course by the people itself. Thousands of people died because of the nuclear bomb technology, thousands of porn content are spreading in the internet, science are used to steal the state secrets for personal interests, and experts in corrupt, etc. Looking at the various reports in the media, there is a double standard of something called "technology".

Double standard which is owned by Science and Technology (IPTEK) obtained through education, both formal and non-formal so why are there many people using the technology for something bad or negative goal? Then hypothesis emerge that there is something wrong with educational process; one of the matter is that education is not based on culture. Culture is systems of value that exist in human life and it became traditions and it has institutionalized in confession and conviction of the particular group of people. In Indonesia, boarding schools that also known as Islamic schools is an example which education is taught through culture like Islamic culture from Arabian and also Javanese culture as a place where education is evolving over time.

Considering that culture as an education base, there needs a plan of educational curriculum that accommodates the culture as an important part of the curriculum content of education in the country. As the identity of nation, culture would like to show the values, social life, and positive habits that can realize the benefit of mankind and this all make it different with value systems of culture from other nations in coloring life as a law of nature.

In Indonesia, culture is a complement of curriculum and not yet received the full attention of the government to be accommodated properly. This matter is caused by education systems which is still not completely decentralized. Schools in the small town are not independently but still controlled by the central government through the ministry of education. Only some regions which explicitly appreciate the culture to be entered in the education system even as regional regulations and supported by the community.

There are many regions that still blind to its potential and characteristic used as the value inserted in the education curriculum. Whereas, if this thing be a concern, then education is developed in accordance with the local wisdom in a place where education was held. Education will be synergistic in schools with people life so that the benefit of education role felt so real to human life.

1 WRITING METHOD

The method that used in analyzing this issue is the study of literature about cultural-based education in relation to the challenges of globalization in the present era.

LITERATURE REVIEW

To view the extent of the study of cultural-based education and its challenges in globalization era, will be described the various studies supporting the theory as follows:

4 Education

The act of Republic of Indonesia No. 20 Year 2003 Article 1 explains that:

"Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process that make learners are actively developing his/her potential to have the spiritual strength, self control, personality, intelligence, good attitude, and skills that needed for his/herself, society, and the nation."

Mean while Nurani Soyumukti (2015: 21) describes education as a process that gives people various situation which aims to empower themselves. The most considered aspects are awareness, enlightenment, empowerment and behavior change.

In the narrow sense, education which institutionalized in the education system almost all of countries in the world through educational institutions such as schools. At least one unit of school there is a process of education in the form of learning processing program that illustrated by Suharsimi Arikunto (2015:7) as follows:

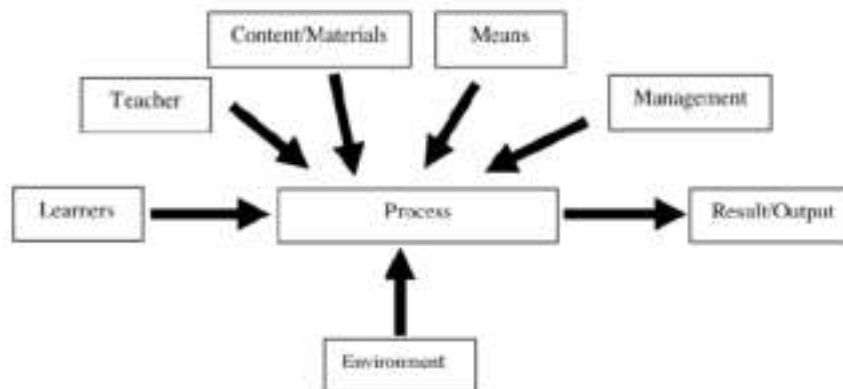


Figure 1. Learning Processing Program

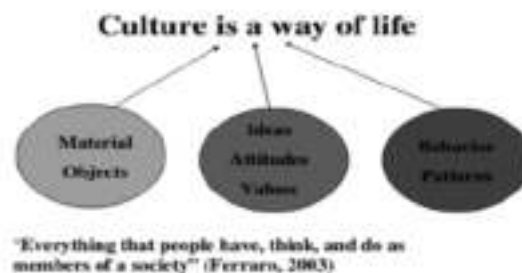
Based on Dalmeri's views (2013) that education is a planned effort in mentoring and learning process for individuals to evolve and grow into an independent people, responsible, creative, knowledgeable, healthy, and noble both physical and spiritual aspects. People who have a noble character with high morality are needs to be established so the civilization of a nation is enforceable. The civilization and culture of a nation has its own kinds which is not only declare about the importance of education, but also able to realize of educational concept by guidance, training and human resource development in a sustainable and equitable.

Culture

Culture is so identical to education that is why in Indonesia there is ministry of organization called "*Kementrian Pendidikan dan Kebudayaan*—The Ministry of Education and Culture". Pairing these two concepts are reasonable because the state has built based on characterization of Indonesian culture which varied throughout the country but united in the motto "*Bhinéka Tunggal Ika*" as the official national motto of Indonesia which means Unity in Diversity.

In understanding more about culture there are some definition of the various views, such as:

- Poerwadarminta (2011: 180) defined culture as the result of activities and the creation of mind (intellect and so on) humans (such as trust, art, customs).
- 'Culture is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society.' (Tyler in Helen Spencer-Oetay, 2012).
- According to Ki Hadjar Dewantara as a figure of Indonesian education (1967: 93-98), culture means the result of human mind, and therefore both inner and outer always contains the properties of the nobility, ethics and aesthetics that exist in human life generally. (Parmi, I. T and Sapinah, 2011).
- Sir Edward Taylor is a British anthropologist argued that: "Culture... is that complex whole which includes knowledge, beliefs, arts, morals, law, customs, and any other capabilities and habits acquired by [a human] as a member of society." (Wikimedia Commons. From Popular Science Monthly 26 (1884) : 145. Public domain). Ferraro describes culture as a way of human life.



Culture is Relative

Figure 2. Culture is a way of life

Education on Cultural-Based and Local Wisdom

It has been explaining before that there is a close relation between education and culture. To know what kinds of the relation, it is expressed in the ideas of cultural-based education, including linkages with local wisdom.

Culture is established through education or education is influenced by culture like Jensen Umi et al describes (2010) about the influence of Hawaiian culture in education as follows:

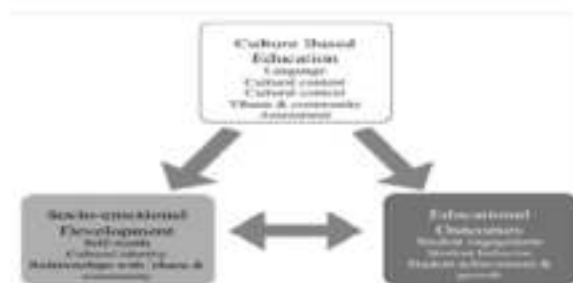


Figure 3. The influence of Hawaii of culture in education

According to Wagiran (2012) that *kearifan lokal* is known as local wisdom, local knowledge (*pengetahuan setempat*) or local genius (*kecerdasan setempat*). Local wisdom can also be interpreted as an idea about life. The reasoning is based on clear thinking, nice cultivation, and contains positive things. Local wisdom can be translated as an intellect work, deep feelings, character, temperament, and advice for human glory. Control of the local wisdom will carry their souls more virtuous.

Besides those understanding, there is a significant difference among the basic values of traditional hereditary and local wisdom that could be emerged in the actual presents. However, both of them are listed of culture that living in certain social institutions. Specifically, in developing school culture become the institution culture, Yuli Gunawan believes that culture of school are dominant values which supported by school that leads the school's policy against all the elements and components of school including the educational stakeholders, such as doing work in schools as well as the basic assumptions or beliefs, and norms that accepted and implemented together with awareness as a natural behavior creates a common understanding among all elements and school stakeholders. Furthermore Yuli Gunawan describes the frame of school culture development as shown in figure 4.

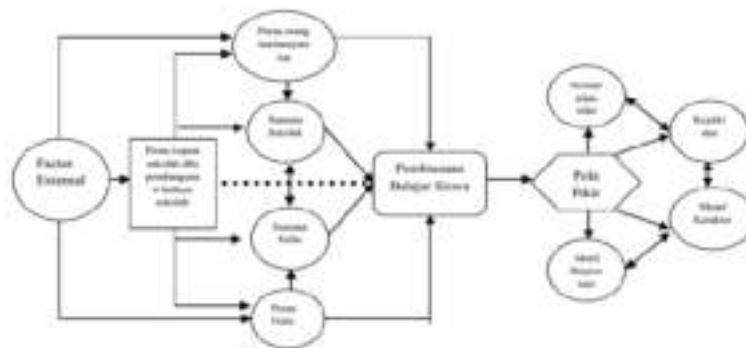


Figure 4. Diagram direction of development of the school culture

Based Education and Challenges of the Globalization Era

Piötr Szompkawas quoted by Miftahudin that globalization in generally can be defined as a process that produces a single world. It means that, people around the world have a dependency to one another such as culturally, economically, and politically.

Globalization in the cultural field marked by progress towards uniformity. In this case, massmedia, especially television is changing the world into a "global village". Every people can enjoy and get the information at anywhere, about anything, from anyone in the same time so the cultural experience, such as taste, perception, and the choice are relatively similar. Then, English is emerges as a global language which becomes a tool for communicating such as in business field, science, computers, technology, transportation, and used for personal life. For example, when we talk about computer technology, people around the world are using the same program or software for arranging and processing data. Finally, the traditions of local culture become really isolated and the Western culture become global culture as well as causing of consumer culture.

Furthermore, Miftahuddin also quoting of Suyanto's thought that process of education have to prepare the learners who can socialize with people in largely. In the globalization era with so many invention of technology demands people to learn by their own in virtual learning process. The important thing that education needs to build this nation into empowered community in facing the globalization.

Boarding school that more popular with Islamic school or in Indonesia called *Pesantren* is the oldest education system that applying the cultural-based education is regarded as a product of Indonesian culture that has indigenous (*berkarakter khas*). Islamic education institutions are known after the entry of Islam to Indonesia in the seventh century, but it is getting popular around the sixteenth century. Since then it has found many *pesantren* institutions that teach a variety of classical Islamic books about *fiqh*, *aqeedah* or belief, and *tasawwuf* and became the center of Islamic broadcasting (Islamic *da'wah*). (Zamkhsary Dhofier in Nurul Yakin, 2014). Education model in *Pesantren* is expected to compete in education to face the globalization era.

DISCUSSION

After understanding the basic concepts separately, now will be described the kinds of relationship between culture-based education and how its position in facing the globalization era. In improving the civilization, it can be realized through education methods, it is because education is being really important aspect for all nations.

Basically, education is kind of human activity in getting knowledge, skills, and behavioral changes. This concept becomes an idea of mutually agreed. But, the differences characterized by the fact of the cultural differences among nations so the method or approach that used is different, too. If we observes, institute of education like *Pesantren* is developing through culture. The spreaders of Islam are success in combining among education and culture so that's why *Pesantren* still persist with its popularity. In teaching read and rewrite the Qur'an, *fiqh*, *aqeedah* or belief, and *tasawwuf*, etc, it teaches through Indonesian culture which has been influenced by Hinduism as the religion before Islam comes to Indonesia. Slowly but surely, *Pesantren* has given its contributions in preparing the young generation of course because of the cultural approach. *Pesantren* is one kind of education institutions that built based on culture which shown the satisfactory result.

At abstract level, culture is shown as good values in a thing or human activities. In a thing, education can learn the products of culture or reproduce something as a symbol of the culture itself. In kind of activities, education is expected to be able to learn all of cultural act as knowledge and can understand behind the act even able to preserve it. In preserving the capital of culture, it needs to be socialized or published and taught about the essence of culture values through education. Socialization is passive that is conservative and active of transformation.

Globalization era is connecting among cultures around the world, like or dislike every nation have to prepare the quality human resources. For example in cooperating at ASEAN Economic Community's program (AEC) which came into force in 2016, there are at least five (5) basic freedoms which led to a real business impact there are Free flow of goods, Free flow of services, Free flow of Investment, Free flow of capital, and Free flow of goods skilled labor. This allows for a mix of cultural and business competition between the member countries of ASEAN. In addition, there are many more forms of international-level agreements that allow interaction between the countries on a large scale. In this globalization era, culture established under particular education

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system is expected to produce all the things of culture and cultural activities with the purpose of facilitating the introduction of national identity and cultural recognition from other nations and of course in boosting economy (increase the people income). To deal with the globalization where technology and information flows are growing rapidly, the nation is required to adapt to the times and at the same time does not leave its identity. To prepare it all, the only way is through the design of culture-based education remains. Culture is meant to preserve all the positive things that are hereditary, if there is a foreign culture it can be adapted.

The other sides, among nations have to learn the cultural characteristics of other nations so get more insight and also saw the potential to be expanded outward in taking advantage for themselves and the nation. Learn other cultures also raise the characteristic of wisdom to appreciate the differences as a law of nature and it is beneficial for order and peace of world.

Design of education course through the curriculum draft that leads to learning activities in schools. School is a seeding place for people so that is where the cultural base needs to be invested strongly in all the educational process in its path, and *Pesantren* become a model of education institution which applies fully of cultural and religion of course. It because adapts to the culture around the educational process takes place as well as religious education as synonymous with Islam.

CONCLUSION

Education and culture, basically are two things that really different but they have close relation. Education can create the culture or maintain the culture, but the other side culture can also be the bases in implementing education process. When people in their own nation they argued that the other country is strange and it is identical to the international sense, but in the same time sometimes they forgot that their nation is also strange for foreigners as same as they think.

So, their local culture can be universalized as the international culture. It means that, in defending their culture and all of international competition needs to prepare the quality of education design synergistic with existing cultural characteristics. Education designed on the basis of culture itself as a national identity, but not to be anti with foreign cultures. Indeed, an intelligent nation must maintain their own culture while adapting to the times. Technical operations may change in terms of adaptation, but the essence of culture should still be upheld.

At least there are three (3) approaches in driving education ideas based on culture, such as:

- (1) Education about the culture is culture used as a content of education.
- (2) Education as a method of acculturation is the way in doing education.
- (3) Education in cultural context that creates a cultural environment in the education unit and the implementation of management with cultural approach.

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K to 12 Program: It's Implication to Faculty and Institutional Management

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Abstract

There are a lot of issues to be resolved but the dice of the K to 12 Program has been cast. An assessment of the readiness of college teachers for the transition period is imperative, thus the felt need by the researcher to conduct this research study. The researcher used the descriptive survey to collect data from the respondents in order to identify profile and the perception of college teachers on the K to 12 program as to: Triability, Observability, Relative Advantage, Complexity, Compatibility and the perceived factors on the implementation of the K to 12 program. Implication of teachers perception on the implementation of the K to 12 program. Need to retool the educational qualification to qualify in senior high school by year 2016 and should respond to Continuing Professional Education (CPE). While the implication of students perception will produce a globally competitive Filipino graduates and a climate of academic freedom with quality education. Implication of parents perception on the implementation of the K to 12 will produce additional cost to the families but believing that graduates of 12 years of basic education program will have the necessary skill to join the workforce and create employment opportunities. While the implications of department head perception will respond in creating a Curricular reform responsive to global competitiveness, compatible with the foreign curriculum for globalization of education. Mitigate the effect of the low enrollment on 2016 and address a sufficient resources for grade 11 and 12.

Keywords: ASEAN, curriculum, education reform, globalization, K-12

RATIONALE

Education is a dynamic and life-long process. It involves constant endeavors for greater development and achievement. As new challenges and concerns in the field of learning arise, educators strive to address these issues by implementing reforms or generating new solutions. The European countries, in order to meet the needs for an organized and quality higher education, have conducted a series of meetings and agreements known as the Bologna Process. Through the Bologna Accords, the process has created the European Higher Education Area, in particular under the Lisbon Recognition Convention. This reform aimed to provide responses to issues such as the public responsibility for higher education and research, higher education governance, the social dimension of higher education and research, and the values and roles of higher education and research in modern, globalized, and increasingly complex societies with the most demanding qualification needs.

To respond to globalization and regional economic and political development, the ASEAN Leaders had announced their intention to create the ASEAN Economic Community (AEC) by 2015. Under the AEC, a single regional common market of

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ASEAN countries will be created by the year 2015. In the AEC, education is a vital element that supports the success and stability of the ASEAN Community. According to the ASEAN Charter launched in 2007, a closer cooperation in education and human resource development will empower the people of ASEAN and strengthen the ASEAN Community. Thus, member countries must prepare educational institutions in the basic, vocational and higher education.

The curriculum of the K to 12 Program in the Philippines is very promising, very comprehensive. More than just attending to the intellectual requirements of our students, this new student-centered program also provides concrete application of educational concepts to actual life situations. Our students then will be able to put all these ideas into practice, primarily for their own benefit and consequently for the benefit of the country. This educational reform was not without reservations though, especially on the part of the educators who will be the agents for this new change. Aside from the improvements in the curriculum, considerations such as the shift in governance and financing, shift in locus of decision-making as well as the flexibility and willingness of stakeholders to adopt these changes has come into sight.

This imminent scenario poses a huge challenge to college teachers as to what they will have to do in the transitioning period. What do college teachers become in the transition period? What would be its implication to college education? Will there be a displacement of college teachers and personnel because of the expected lack of enrolment in colleges and universities? If so, this presents a threat especially if after the K to 12 program students no longer pursue higher education and just decide to seek employment. With the transition phase coming shortly in three years, are college teachers prepared for what may happen?

There are a lot of issues to be resolved but the dice of the K to 12 Program has been cast. An assessment of the readiness of college teachers for the transition period is imperative, thus the felt need by the researcher to conduct this research study.

OBJECTIVES

The study attempted to determine the **1** **K to 12 Program: It's Implication to Faculty and Institutional Management**. Specifically, this aimed to know the following:

- (1) The profile of the college teachers as to: a.) personal, b.) professional-educational background and c. trainings and seminars attended
- (2) The perception of the College teachers on the K to 12 Program along: a.) Triability, b.) Observability, c.) Relative Advantage, d.) Complexity and e.) Compatibility.
- (3) The significant agreement in the perception of the implementations of the K to 12 Program among the four groups **4** respondents.
- (4) The implications of the perception of the teachers, management, students and parents to the implementation of K to 12.

METHODOLOGY

The researcher used the descriptive survey to collect data from the respondents in order to identify profile and the perception of college teachers on the K to 12 program as to: Triability, Observability, Relative Advantage, Complexity, Compatibility and the perceived factors on the implementation of the K to 12 program. Likewise the researcher will also find the significant difference on the perception of the college teachers on the K to 12 program and make recommendations based on the

implications of the study. The use of descriptive survey instrument as a device was provided for the researcher to obtain descriptive information that answers the queries set in this study.

The subject of the study were the teachers, institutional management, students and parents of the University of Saint Anthony that will be affected by the transitioning of the K to 12 program. The reason why this study used respondents from the faculty of instruction of USANT was that, the researcher himself is an educator who belongs in the Teacher Education Institution, whose aim is to determine the K to 12 education program: Its implication to faculty and institutional management in the University of Saint Anthony.

RESULTS AND DISCUSSION

Table 1 represents the profile of the respondents. It shows that mostly of them belonged to age range of 29 below, with 23 or 51 percent; 8 or 18 percent belonged to 51-60; 7 or 15 percent belonged to 30-40 age brackets; 5 or 11 percent belonged to 41-50 age brackets and only 2 or 5 percent belonged to 81 and above. It shows that majority of the respondents belonged to bracket age of 29 below which means that college faculty are dominated by the younger generation of teachers.

As shown, more than half of the respondents were females with the frequency of 29 or 64.4 percent while the males numbered to 16 or 35.6 percent. This only means that the female populace is noticeably dominant in all fields of work, especially so, in the field of academe. The presence of female populace is widely observed which dominates the population in all educational institution. This only implies that educational institutions attract most of the females.

The table further revealed that out of 45 full time college faculty teaching general education, 26 or 58 percent of the respondents were married while 18 or 40 percent were single and only 1 or 2 percent is widowed. It only implies that married man/woman can perform the job efficiently and effectively because of their real life experiences at home thereby radiated to work.

As to the years in service of the teacher respondents, the data shows 25 or 55.55 percent of the college faculty have rendered their service from 4 year below, while 9 or 20 percent have worked 21 years and above, 4 or 8.89 percent have rendered their service from 5 to 10 years and 11 to 15 years, only 3 or 6.67 percent have work 16 to 20 years. It implies that more than half of the respondents are new teachers due to competition in public school that offers more benefit than private school. But the rest of the respondents have already gained satisfactory years of service in the institution they were affiliated or connected. Hence, years of experience in service mark the mastery and quality of job performance. This further implies that the longer stay, the better the experience and the stronger the influence and they have already shared giant contribution in the field of academe.

Table 1 Profile of the Respondents

| Age | Frequency | Percentage |
|------------------|-----------|------------|
| 29 below | 23 | 51% |
| 30-40 | 7 | 15% |
| 41-50 | 5 | 11% |
| 51-60 | 8 | 18% |
| 61 and Above | 2 | 5% |
| Total | 45 | 100% |
| Gender | Frequency | Percentage |
| Male | 16 | 35.6% |
| Female | 29 | 64.4% |
| Total | 45 | 100% |
| Civil Status | Frequency | Percentage |
| Single | 18 | 40 |
| Married | 26 | 58 |
| Widow | 1 | 2 |
| Total | 45 | 100% |
| Years in Service | Frequency | Percentage |
| 4 Below | 25 | 55.55% |
| 5-10 | 4 | 8.89% |
| 11-15 | 4 | 8.89% |
| 16-20 | 3 | 6.67% |
| 21 -Above | 9 | 20% |
| Total | 45 | 100% |
| Nature of Work | Frequency | Percentage |
| Full Time | 45 | 77.586% |
| Part-Time | 13 | 22.414% |
| Total | 58 | 100% |

The data further shows the respondents nature of work, 45 or 77.58 percent work as full time teacher, while 13 or 22.41 percent work as part-time teacher. The data only imply that majority of the respondents has a regular/tenured status given the normal or regular teaching load in the tertiary level and has regular working hours per day devoted to teaching, and has no other remunerative employment as full time which requires regular hours of work that will conflict with the working hours in USANT.

Subject Area Taught/ Field of Specialization

Table 2 reveals the subject area taught and field of specialization of the full time college faculty teaching general education. The data reveals that 14 or 31.11 percent teach social sciences; 8 or 17.78 percent teach mathematics; 7 or 15.56 percent teach computer science; 6 or 13.33 percent teach English; 5 or 11.11 percent teach science; 3 or 6.67 percent teach Filipino and only 2 or 4.44 percent teach physical education.

Table 2 Subject Area Taught/Major Field of Specialization

| Indicators | Frequency | Percentage |
|--------------------|-----------|------------|
| English | 6 | 13.33% |
| Science | 5 | 11.11% |
| Math | 8 | 17.78% |
| Social Science | 14 | 31.11% |
| Computer Science | 7 | 15.56% |
| Physical Education | 2 | 4.44% |
| Filipino | 3 | 6.67% |
| Total | 45 | 100% |

This means that majority of the instructor respondents had specialization in social science teaching philosophy, psychology, sociology, history and humanities, ranked second is mathematics with the specialization in algebra, statistics, geometry and trigonometry, while computer science ranked third with the specialization of information technology responding to the present and future demands in industry, ranked fourth, the subject area taught is English with the specialization in communication, literature. Science ranked fifth with the specialization in biology, zoology, earth science and chemistry, while Filipino and physical education ranked sixth and seventh. It implies that instructors are versatile and flexible in handling subject which is inclined to their major subjects.

Academic Loads in Teaching

Table 3 reveals the teaching load of the respondents. The data reveals 35 or 77.78 percent have more than 24 units per semester; 9 or 20 percent have teaching load of 7 to 12 units per semester; 1 or 2.22 percent have 13 to 18 units per semester. Majority of the respondents has more than 24 units per semester. It only implies that faculty members have demonstrated excellent or very satisfactory performance within the immediate past two (2) years and should be within the major field of specialization of the teacher. With the transitioning of the K to 12 education program by 2016. Thus, further implies that the academic load of the college teacher will be affected, unless they qualified to teach in senior high school.

Table 3 Teaching Load of the Respondents

| Indicators | Frequency | Percentage |
|------------------------------|-----------|------------|
| 1.0-6.0 Units per Semester | 0 | 0% |
| 7.0-12.0 Units per Semester | 9 | 20% |
| 13.0-18.0 Units per Semester | 1 | 2.22% |
| 19.0-24.0 Units per Semester | 0 | 0% |
| More than 24 Units/ Semester | 35 | 77.78% |
| Total | 45 | 100% |

Nature of Licensure Exam

Table 4 shows the nature of licensure examination of the respondents. The data reveals that 23 or 51 percent are LET/PBET board passers, while 22 or 49 percent are non-teacher board passers, while others have civil service examination eligibility and engineering licensure. Since faculty is the lifeline of an educational institution, the basic requirement prescribe by the CHED is that teacher should be a bachelors degree graduate, a holder of master's degree in his field of specialization and a passer of

licensure for teacher examination. It furtherly implies that teaching licensure will be a factor that effects the implementation of the K to 12 program. As provided in section 26, 27 and 28 of the Republic Act No. 7836, otherwise known as the "Philippine Teachers Professionalism Act of 1994" The DepEd and private educational institution shall hire, applicants who have passed the Licensure Examinations for Teachers and must be a graduates of science, mathematics, statistics, engineering, music and other degree courses needed to teach in their field of specialization. In case of shortage in qualified applicants, they shall also includes graduates admitted by foundation duly recognized for their expertise in the education sector provided they will pass the LET within five (5) years after their date of hiring. Provided, further, that if such graduates is willing to teach in basic education on part time basis, the provision of LET shall no longer required

Table 4 Nature of Licensure of the Respondents

| Indicators | Frequency | Percentage |
|-------------------------|-----------|------------|
| LET/PBET | 23 | 51% |
| Non- Teacher Board Exam | 22 | 49% |
| Total | 45 | 100 % |

Educational Attainment

Table 5 display the educational attainment of the full time college faculty teaching general education. The table reveals that there were 30 or 66.67 percent holder of baccalaureate degree; 6 or 13.33 percent were graduate of master's degree; 4 or 8.89 percent were graduate of doctoral degree; 2 or 4.44 percent with doctoral units and 3 or 6.67 percent belonged CAR (Complete academic requirement). This only implies that majority of the respondents are holder of baccalaureate degree but moving forward in the acquisition of a better education and elevation of their educational attainment. Due to the demand of the Commission on Higher Education (CHED) that teaching personnel should be a master's degree holder and should respond to the call of "Continuing Professional Education (CPE).

Professional Development

Table 6 shows the data on the professional development of the full time faculty members of USANT. The data reveals that 22 or 49 percent have attended seminar/workshop related to the transitioning of the K to 12 basic education program, and out of 22 respondents; 18 or 82 percent were recommended by their superiors, only 2 or 9 percent of the respondents were able to get information via fax from sponsoring organization and organization where they are a member, while 23 or 51 percent of the respondents have not attended a training or seminar.

Table 5 Educational Attainment of the Respondents

| Indicators | Frequency | Percentage |
|----------------------|-----------|------------|
| Baccalaureate Degree | 30 | 66.67% |
| Master's Degree | 6 | 13.33% |
| Doctoral Units | 2 | 4.44% |
| Doctoral Degree | 4 | 8.89% |
| Others | 3 | 6.67% |
| Total | 45 | 100% |

Along the training expenses 20 or 91 percent were financed by school administration or by the educational institution they are connected; 2 or 9 percent are personal expenses. The number of times attended the training 22 or 100 percent have only attended 2 or below, 13 or 59 percent have attended the training a year ago; 7 or 32 percent 2 months ago; 2 or 9 percent 6 months ago. As to location of the training 12 or 55 percent was held either in the division, city or provincial wide; 10 or 45 percent was held locally or institutionally based.

The duration of the training 22 or 100 percent have been conducted in a very short of time within 1 to 3 days only. The perception of the four (4) group of respondents on the implementation of the K to 12 program as to **Triability**, for faculty perception all indicators have an **AWM** 3.98, department head perception in all indicators **AWM** 4.07, parents perception in all indicators **AWM** 3.67, students perception in all indicators **AWM** 3.54 all with verbal interpretation of agree. As to the perception of the four (4) groups of respondents on the implementation of the K to 12 program on **observability**, all indicators have **AWM** 3.81 perceived by the faculty; department head **AWM** 3.78; parents **AWM** of 3.58; students **AWM** 3.59 and all with verbal interpretation of agree. On the level of perception of the four (4) groups of respondents on the implementation of the K to 12 program as to **relative advantage**, all indicators have an **AWM** 3.79 for faculty perception; department heads **AWM** 4.00; parents **AWM** 3.60; students **AWM** 3.61 and all with verbal interpretation of agree; along **complexity**, all indicators have an **AWM** 4.05 for faculty perception; department head **AWM** 4.05; parents **AWM** 3.63; students **AWM** 3.50 and all with verbal interpretation of agree; lastly, on compatibility, all indicators have **AWM** 3.89 as perceived by the faculty; department head **AWM** 4.05; parents **AWM** 3.66; students **AWM** 3.71 and all with verbal interpretation of agree.

The significant agreement of the 4 groups of respondents on the implementation of the K to 12 as to **triability**, there is no significant agreement between the four (4) groups of respondents on the impact of the implementation of the K to 12 program; on **observability**, since the computed value is lesser than the tabular value, the null hypothesis is accepted. Therefore there is no significant agreement between the four groups of respondents on the impact of the implementation of the K to 12 program; as to relative advantage, the **W** computed value is .51875 which is lesser than the tabular value **W** .84 at 5 percent level of significance, therefore the null hypothesis is accepted and that there is no significant agreement; as to **complexity**, since that the computed **W** 0.396875 is lesser than the tabular value of **W**.84 the null hypothesis is accepted, therefore there is no significant agreement on the perception of the four groups of respondents; and as to compatibility; since the computed **W** 0.4125 is lesser than the tabular value of **W**.84 at 5 percent level of significance the null hypothesis is accepted, therefore there is no significant agreement on the perception of the four group of respondents.

Table 6 Professional Development of the Respondents

| Indicators | Frequency | Percentage |
|---|-----------|------------|
| 1. Attended training or seminar/workshop related to the transitioning of the K to 12 basic education program. | | |
| Recommended by the superiors | 22 | 49 |
| Via internet surfing | 18 | 82 |
| Via newspaper/journals | 2 | |
| Via fax from sponsoring organization | 2 | 9 |
| Via organization where you are a member | | 9 |
| Have not attended training or seminar | 23 | 51 |
| 2.) Training expenses financed by | | |
| Sponsor/through scholarship | | |
| School administration/ Educational Institution | 20 | 91 |
| Personal Expenses | 2 | 9 |
| 3.) Interval/Times attended the training | | |
| Several/Many | | |
| 3 to 8 times | | |
| 2 and below | 22 | 100 |
| 4.) The last training attended/Held | | |
| A month ago | | |
| 2 months ago | 7 | 32 |
| 6 months ago | 2 | 9 |
| A year ago | 13 | 59 |
| 2 years ago and more | | |
| 5.) Location of training/Scope of the training | | |
| Locally (institutionally-based) | 10 | 45 |
| Division/City/Provincial wide | 12 | 55 |
| Region wide | | |
| Nationwide | | |
| International | | |
| 6.) Duration of the training/ course/ seminar/ workshop | | |
| 1-3 days | | |
| 4-6 days | 22 | 100 |
| 2 weeks | | |
| 3 weeks | | |
| 1 month and above | | |
| Total | 45 | 100% |

Implication of teachers perception on the implementation of the K to 12 program. Need to retool the educational qualification to qualify in senior high school by year 2016 and should respond to Continuing Professional Education (CPE). While the implication of students perception will produce a globally competitive Filipino graduates and a climate of academic freedom with quality education. Implication of parents perception on the implementation of the K to 12 will produce additional cost to the families but believing that graduates of 12 years of basic education program will have the necessary skill to join the workforce and create employment opportunities. While the implications of department head perception will respond in creating a Curricular reform responsive to global competitiveness, compatible with the foreign curriculum for globalization of education. Mitigate the effect of the low enrollment on 2016 and address a sufficient resources for grade 11 and 12.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Majority of the respondents belonged to bracket age of 29 below which means that college faculty are dominated by the younger generation of teachers. More than half of the respondents were females. This only means that the female dominates the population in all educational institution. Majority of the respondents were married. Showing that married man/woman can perform the job efficiently and effectively. More than half of the respondents are new teachers due to competition in public school that offers more benefit than private school. But the rest of the respondents have already gained satisfactory years of service in the institution they were affiliated or connected. Majority of the respondents has a regular/tenured status given the normal or regular teaching load in the tertiary level and has regular working hours per day devoted to teaching. Respondents have specialization in social sciences, mathematics, information technology, English, Science, Filipino and physical education. Showing versatility and flexibility in handling subject which is inclined to their major subjects. More than half of the respondents are LET/PBET board passers, while less than half are non-teacher board passers, while others have civil service examination eligibility and engineering licensure. Teaching licensure will be a factor that effects the implementation of the K to 12 program. As provided in section 26, 27 and 28 of the Republic Act No. 7836, otherwise known as the " Philippine Teachers Professionalism Act of 1994" The DepEd and private educational institution shall hire, applicants who have passed the Licensure Examinations for Teachers.

Majority of the respondents are holder of baccalaureate degree but moving forward in the acquisition of a better education and elevation of their educational attainment. While the rest of the respondents have finished their Masteral's degree, Doctor in Philosophy and some with complete academic requirement in their post-graduate study. More than half of the respondents did not undergo training/seminar related to the transitioning of the K to 12 basic education program, and out of 22 respondents. This is also perceived as factor affecting the college teachers in the implementation of the K to 12 program as mandated in Republic Act No. 10533 known as implementing rules and regulation of the enhanced basic education act of 2013 states that to ensure that the enhanced basic education program meets the demand for quality teachers and school leaders, the DepEd, CHED and TESDA shall conduct teacher education and training programs.

Perception of the four (4) group of respondents on the implementation of the K to 12 program as to Triability. For faculty perception all indicators have an **AWM** 3.98; department head perception in all indicators **AWM** 4.07; parents perception in all indicators **AWM** 3.67; students perception in all indicators **AWM** 3.54 all with verbal interpretation of agree. The level of perception of the four (4) groups of respondents on the implementation of the K to 12 program as to relative advantage. All indicators have an **AWM** 3.79 for faculty perception; department heads **AWM** 4.00; parents **AWM** 3.60; students **AWM** 3.61 and all with verbal interpretation of agree. The perception of the four (4) groups of respondents on the implementation of the K to 12 program as to complexity. All indicators have an **AWM** 4.05 for faculty perception; department head **AWM** 4.05; parents **AWM** 3.63; students **AWM** 3.50 and all with verbal interpretation of agree. The perception of the four (4) groups of respondents on the implementation of the K to 12 program on observability. All indicators have **AWM** 3.81 perceived by the faculty; department head **AWM** 3.78; parents **AWM** of 3.58; students **AWM** 3.59 and

all with verbal interpretation of agree. The perception of the four (4) group of respondents on the impact of the implementation of the K to 12 program as to compatibility. All indicators have **AWM** 3.89 as perceived by the faculty; department head **AWM** 4.05; parents **AWM** 3.66; students **AWM** 3.71 and all with verbal interpretation of agree.

The computed value 0.7875. Since the computed value is lesser than the tabular value 0.84, therefore the null hypothesis is accepted. This signifies that there is no significant agreement between the four (4) groups of respondents on the impact of the implementation of the K to 12 program as to triability. The **W** computed value is .51875 which is lesser than the tabular value **W** .84 at 5 percent level of significance. The null hypothesis is accepted. Therefore there is no significant agreement between the four group of respondents on the impact of the implementation of the K to 12 program as to relative advantage. The computed **W**0.396875 is lesser than the tabular value of **W**.84. This simply means that the null hypothesis is accepted. Therefore there is no significant agreement on the perception of the four groups of respondents on the impact of the implementation of the K to 12 program as to complexity. The computed **W**0.128125 is lesser than the tabular value of **W** .84 . Since the computed value is lesser than the tabular value . The null hypothesis is accepted. Therefore there is no significant agreement between the four groups of respondents on the impact of the implementation of the K to 12 program as to observability. The computed **W**0.4125 is lesser than the tabular value of **W**.84 at 5 percent level of significance. Thus, indicating that the null hypothesis is accepted. Therefore there is no significant agreement of the four group of respondents on the impact of the implementation of the K to 12 program as to compatibility.

The implications of the four (4) groups of respondent on the implementation of the K to 12 program responded positively as to triability, observability, relative advantage, complexity and compatibility Pursuant to the Enhanced Basic Education Act. R.A no. 10533. The State shall establish, maintain and support a complete, adequate, and integrated system of education relevant to the needs of the people, the country and society-at-large.

Recommendation

In the light of the findings and conclusions. The following recommendation are given:

- (1) Educational institution shall hire, applicants who have passed the Licensure Examinations for Teachers and must be a graduates of science, mathematics, statistics, engineering, music and other degree courses needed to teach in their field of specialization. In case of shortage in qualified applicants, they shall also includes graduates admitted by foundation duly recognized for their expertise in the education sector provided they will pass the LET within five (5) years after their date of hiring. Provided, further, that if such graduates is willing to teach in basic education on part time basis, the provision of LET shall no longer required.
- (2) To ensure that the enhanced basic education program meets the demand for quality teachers and school leaders, the DepEd, CHED and TESDA shall conduct teacher education and training programs, in collaboration with relevant partners in government, academe, industry, and non- governmental organizations. Such professional development programs shall be initiated.

conducted and evaluated regularly throughout the year to ensure constant upgrading of teachers skills. There is also a need for continuing professional development of the respondents for them to be qualified to teach in senior high school by the year 2016 when there is no college student in the tertiary level.

- (3) Further study on the impact of the implementation of the K to 12 upon the completion of the program on 2016.

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Strong personality of Indonesian students in facing asean economic community challenges

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Abstract

One important factor in facing the challenges and competition in the AEC is the quality of human resources. Indonesia has a larger population compared to other South East Asian countries, which is one of its benefits. However, Indonesia still face challenges in acquiring a productive workforce, especially highly education workers. The present job market requires not only needs cognitive competence in science and technology, but also soft skills. In response to the job market requirements above, the students of higher education programs, such as in bachelors and masters degree programs, need to be well prepared as prospective workers who can compete in AEC. One of the important soft skills that must be integrated is hardiness in personality. Hardiness is a *personality* trait characterized by resilience and the ability to positively handle negative events. Institutions of higher learning have important roles and need to create and apply strategic methods in order to produce qualified workers who are not only experts in science and technology, but also have hardiness in personality. Through competence, specifically cognitive competence and hardiness in personality, the Indonesian workers who have higher educational background can compete in AEC.

Keywords: hardiness personality, college students, ASEAN Economic Community

INTRODUCTION

The ASEAN Economic Community (AEC) gives both internal and external challenges for Indonesia. In the perspective of labor, ASEAN Economic Community (AEC) provides opportunities for job seekers to find jobs not only in Indonesia, but also in South East Asian countries. Opportunities out an influx of foreign workers easily will make more stringent competition employment.

According to the report on employment and social trend 2014, the number of skilled labor in Indonesia is still very low. In terms of quantity, Indonesia has very large human resource of population. It becomes an excellence of Indonesia facing economic competition, but of course it needs to be balanced with the quality of the human resources itself. The quality and skills of Indonesian labors should be continuously improved, so that it can be absorbed optimally both in Indonesia and abroad. It is a big effort to face the competition skilled foreign workers coming to Indonesia.

Every company will need the quality of human resources significantly, both the hard skills and soft skills to compensate the rapid economic growth. Many companies demand employee candidates that can compete in business world, because the success of an individual is determined not only by their formal education, but also required personality and mental strength (Sabela & Ariati & Setyawan, 2014). Yusuf and Nurihsan (2007) explained that a healthy personality includes the ability to

overcome a difficult situation effectively, efficiently and positively. One of the types of personality is hardiness personality, it is one of formidable personality traits needed to face pressures (Kobasa, 1982).

College students who will be professional candidates need to be prepared early, to face those challenges. The readiness of the college students are not only marked by the mastery of science and technology (hard skill) alone, but also acquired soft skill. The need hardiness personality as an ability to survive in pressures and difficult conditions.

Therefore, higher education plays an important role in preparing future professional, thus it needs to do strategic measures to produce graduates who have hardiness personality to face the field of work in the middle of the endorsement of ASEAN Economic Community (AEC).

METHOD

This paper uses descriptive method with an analysis on actual phenomena based on a literature study.

DISCUSSION

ASEAN Economic Community (AEC)

Based on global competitiveness index (GCI) 2014-2015, index competitiveness of Indonesia is increasing compared to the previous years that rank in 34 of 144 countries. However, In ASEAN, Indonesia is still behind Singapore, which is in rank 2 and Malaysia in rank 20. The global competitiveness index seems to be based on 12 pillars that cover infrastructure, labor efficiency, size of the market, basic health and education, the condition and situation of macro economy, good management institutions, top level education and training, market efficiency, the development of financial markets, innovation, business environment and technology readiness. Indonesia is in rank of 15 in market size, but it has a very low level of education and health, job market and technology readiness.

These conditions certainly have an impact on the role of Indonesia in ASEAN Economic Community (AEC) 2015. ASEAN Economic Community (AEC) means to unite and reinforce the integrated regional economic cooperation. The aims of the ASEAN Economic Community (AEC) are to create stability, prosperity and increase competitiveness and the welfare in ASEAN. According to the blueprint of ASEAN Economic Community (AEC) 2007, free market economy is to be the base of trade, services and investment.

Higher Education Student and ASEAN Economic Community (AEC)

According to Citra (in Andriani, 2015) the discussion on labor in the era of ASEAN Economic Community (AEC) which was formulated in ASEAN Economic Community blue print is limited to specific regulations for skilled labors alone, there was no discussion related to unskilled labors. Thus, skilled labors are highly needed in ASEAN Economic Community (AEC) so the university students inevitably should have skills and expertise if do not want to gradually erode in current competitions.

Central Bureau of Statistics 2015 reported that employment in Indonesia who have university degrees upward only 8.29 percent. It shows how competitive employment in Indonesia. The rapid free market growth demand more labor to have various abilities and skills both hard skill and soft skill.

College students are the intellectuals with responsibilities to science and society, who not only should be intelligent in science but also be critical about their social environment (Andriani, 2015). As agents of change, college students are expected to increase their hard skills and soft skills to support a careers in free competition ASEAN Economic Community (AEC). College students are expected to become smart personal, critical, dynamic and empathetic in the tight competition (Tiwi in Andriani, 2015).

College students as worker candidates, need to be prepared to face the challenges and competition in the world of work, because they will not only compete with the domestic graduates, but also graduates from abroad. High quality human resource, competitive, and formidable personality need to be possessed by any student, so that they will meet the demands of the work fields in tight competition economic.

The demands of job opportunities in competitive free market of ASEAN Economic Community (AEC) can't be taken lightly and must be realized. An enhancement in product knowledge, science, technology and language skills should be mastered by college students. In addition, those skills must also be supported with mental and personality strength.

Hardiness Personality

Readiness and toughness on each individual in facing a challenge or difficulty is different. There are a lot of factors affecting it, one of them is a personality factor. To have a high resistance to face challenges even obstacles requires a tough personality. Perspective of psychology personality explained that an individual that has hardiness personality is much more capable to overcome difficulties and challenges using the problem focused coping strategy.

Shepperd and Kashani (1999) explained that in the late 1970s Kobasa introduced the concept of psychological hardiness and suggested that hardiness moderates the relationship between stressful life events and illness. Kobasa (in Nurtjahjanti and Ratnaningsih, 2011) identify one personality trait which can neutralize stressors that are related to work is hardiness personality. Kreitner and Kinicki (2005) explained that hardiness involves the ability to change negative stressors into positive challenges.

Schultz and Schultz (Nurtjahjanti and Ratnaningsih, 2011) said that individuals who have high hardiness are much more capable to overcome stress. Individuals with low hardiness have an incertitude to control the situation and thought of themselves as helpless. Conceptualization about hardiness as a type of personality is important in terms of resistance to pressures of life (Winda and Sudiantara, 2014). Hardiness personality is an ability or individual resources to perceive positively the negative events in order to avoid stress and able to survive.

Kobasa (Nurtjahjanti and Ratnaningsih, 2011) explained aspects of hardiness personality are (a) commitment, that is about individuals' involvement in what they do, so that they have a clear purpose and do not quit under pressure, (b) control is the beliefs that those individuals can influence events in their life, so as to diminish their openness on the situation that raises uneasiness. Next perceptions of things will restrain and direct internal things to produce proactive strategy. (c) Challenges are the belief that changes are normal in life, so that they can see the changes as a chance to grow rather than as a threat.

Functions of hardiness according to Florian (Winda and Sudiantara, 2014) are to (1) help individuals to be able to adapt to and tolerate stress, (2) prevent burnout and increase expectations to apply proper coping strategies, (3) avoid the physiological

impact, (4) help individual in the right decision-making process in the midst of all who cause stress. Individuals with high hardiness personality have optimism in facing everything. This is supported by the results of a study conducted by Nurtjahjanti and Ratnaningsih (2011) which showed that there is a significant positive correlation between hardiness and optimism.

Bissonnette (Winda and Sudiantara, 2014) revealed that there are several factors that affect hardiness personality which are (1) mastery experience, (2) positive feeling, (3) parenting, (4) warmth and support, (5) activity contributions, (6) social skills, (7) an opportunity to grow and develop.

The Role of Higher Education

The quality of human resource is an important factor that need an attention for Indonesia to have a stronger competitiveness in the ASEAN Economic Community (AEC). Colleges as highest educational institution have to participate in preparing qualified human resources that are able to meet the market requirement in global economy.

So great is the role of college students in facing the competition employment in ASEAN Economic Community (AEC), so higher education institutions have an important role in supporting them. Higher education institutions are where the college students study to acquire knowledge, science and technology skills so that they are able to compete later on. The role of higher education institutions are not only to transfer knowledge, but also to educate the students. Higher education institutions need wisdom, effort and appropriate strategy to play their role in forming students who have formidable personalities.

Hardiness personality can help individuals to reduce the negative impacts of a situation that cause stress, raise expectations and have a favorable view to make the right decisions. Hardiness Personality is needed in by college students to face the challenges in the competitive world of work in ASEAN Economic Community (AEC). With their hardiness personality, students are capable in taking the right decisions and continue to create and innovate. Students are expected not only to be skilled human resources in the field of science and technology alone, but also skilled in overcoming obstacles and hardships in life, especially the challenges of world of work.

In this case higher education institutions needs to continue to apply Higher Education Tri Dharma which includes education, research and dedication to society. Improving the quality of education through curriculum, lecturers' creativity in teaching and motivating college students, providing education facilities and infrastructure which meet the standard of international education. Besides science and technology (hard skill), higher education needs to integrate the quality of character education (soft skill) into the curriculum, so lecturers need to be positive models for students to develop their character and mental.

Higher Education institutions also needs to support research projects, seminars, student exchange programs, and soft skills trainings that can grow strong personality in students. In addition, higher education institutions can work together with the community in sharpening students' soft skills, so the college students are formed into skilled human resource who are ready to compete in the world of employment in ASEAN Economic Community (AEC).

CONCLUSION

Students as worker candidates need to be prepared to overcome employment challenges in the arena of free market which is a basis in ASEAN Economic Community (AEC). Institutions of higher education must produce skilled human resources not only in science, but also in mental strength, so that they can compete with other labors both Indonesians and foreign workers.

Workers who have strong personality are capable of taking the right decisions in the midst of all challenges and capable of giving positive response in all negative events, increasing their fighting capabilities and creativity. Such soft skills should be acquired by the students to entering the workforce, because so many companies demand workers who can work under pressures, are target oriented and have high competitiveness in winning over the economic competition.

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School culture as a foundation for education quality enhancement

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Abstract

The principal of the school is responsible for developing a productive school workplace, one that facilitates teaching and learning. More than any other single individual, the principal creates and cultivates the character of the school workplace. The principal's role is to lead in the development of a collective sense of school identity that transforms the workplace into a distinctive teaching learning organization.

Effective supervision, evaluation, and professional development cannot occur unless the social context of the school is conducive to such activities. The principal can develop and use both the formal and informal structure of the school to build such a workplace to that end. The school structure should enable teachers rather than hinder their efforts, and the informal organization must complement, rather than compete with the formal. Both the formal and informal structures should support and encourage teachers to experiment and in the process learn from their mistakes.

Structure is critical in the development of effective school workplaces as well as the climate and culture of school. We have argued that effective school climates are open and healthy in interpersonal dynamics and that effective school cultures are imbued with collective efficacy and faculty trust. In brief, we argue that positive social contexts are prerequisites to any effective program of instructional leadership; in particular, the school work context should have structures that enable teaching and learning climates that are open and healthy, and cultures with shared norms of efficacy and trust.

Keyword: school, culture, education, leadership, organization

Introduction

In recent years, organizational culture has been popularized by best-selling books such as *In Search of Excellence, A Passion for Excellence Culture*. Although much has been written about organizational culture, little research supports the concept. For example, two academic journals devoted entire issues to organizational culture, but most articles were speculative in nature.

The culture of an organization is all the beliefs, feeling, behaviors, and symbols that are characteristic of an organization. More specifically, organizational culture is defined as shared philosophies, ideologies, belief, feelings, assumptions, expectations, attitudes, norms, and value. While there is considerable variation in the definitions of organizational culture, it appears that most contain the following characteristics:

- (1) **Observed Behavioral Regularities.** When organizational members interact, they use common language, terminology, and rituals and ceremonies related to deference and demeanor.

- (2) **Norms.** Standards of behavior evolve in work groups, such as "a fair day's work for a fair day's pay." The impact of work-group behavior, sanctioned by group norms, results in standards and yardsticks.
- (3) **Dominant values.** An organization espouses and expects its members to share major values. Typical examples in schools are high performance levels of faculty and students, low absence and dropout rates, and high efficiency.
- (4) **Philosophy.** Policies guide an organization's beliefs about how employees and clients are to be treated. For example, most school districts have statements of philosophy or mission statement.
- (5) **Rules.** Guidelines exist for getting along in the organization, or the "ropes" that a newcomer must learn in order to become an accepted member.
- (6) **Feelings.** This is an overall atmosphere that is conveyed in an organization by the physical lay-out and the way in which members interact with clients or other outsiders.

None of the mentioned characteristics by itself represents the essence of organizational culture. However, the characteristics taken collectively reflect and meaning to the concept of organizational culture. The culture of an organization is interrelated with most other concepts in educational administration, including organization structure, motivation, leadership, decision making, communications, and change. To better understand this concept, depicts organizational culture within the context of social systems theory and more specifically open systems theory, being characterized by inputs, a transformation process, outputs, external environments, and feedback.

Organizations import energy from the environment in the form of information, people, and materials. The imported energy undergoes a transformation designed to channel behavior toward organizational goals and fulfill members' needs. Administrative processes (e.g., motivation, leadership, decision making, communication, and change) and organizational structures (i.e., job descriptions, selection systems, evaluation systems, control systems, and reward systems) have a significant impact on organizational culture and vice-versa. In turn, these administrative processes and organizational structures export a product into the external environment. In a school, the output may be students' knowledge, skills, and attitudes or attendance, dropout rates, and more precise performance criteria such as scholastic awards. Figure 1 also shows that the organization not only influences but also is influenced by the external environment. And the social system uses feedback in an attempt to examine its present culture or to create a new culture.

School Culture

School climate and culture are complementary ways to examine the atmosphere of a school. Culture is a broader term than climate, and refers to shared *belief* rather than patterns of *behavior*. There is not a great difference between beliefs and behavior, so we recommend that you use the framework that seems most useful for improving your school context. Wang, Haertel, and Walberg (1993, 1997) performed a meta-analysis of more than 110,000 statistical findings on the significant influences on learning. Their results be should not surprising. In general, direct influences have a greater impact on student learning than indirect ones. The key to improving student learning rests with what happens in the classroom. The one exception, however, is that school culture makes an important difference by providing a school context that reinforces important

teaching and learning practices. Instructional leadership takes place when a principal works with teacher colleagues to improve instruction by providing a school culture and climate where change is linked to the best knowledge and practice about student learning.

Although there are many definitions of organizational culture (Hoy & Miskel, 2005), we define school culture as the traditions, values, and beliefs that distinguish that school from others and infuse it with a distinctive identity. Culture not only provides the school with a sense of identity, it also binds the organization together, provides appropriate standards for behavior, and cultivates commitment to colleagues. The principal typically embodies the core values of the school and is instrumental in shaping the school culture. We will examine two perspectives on school culture that you should find useful.

A Culture of Efficacy

A culture of collective efficacy provides a useful lens to examine the school workplace. Collective efficacy is the shared perception of teachers in a school that the efforts of the faculty as a whole will have a positive effect on student learning. Just as teacher efficacy partially explains the effect of teachers on student achievement at the individual level, collective efficacy helps explain the differential effect that schools have on student achievement.

At the collective level, efficacy beliefs are social perceptions that are strengthened rather than depleted through their use. To the extent that collective efficacy is positively associated with student achievement, there is strong reason to lead schools in a direction that will systematically develop a culture of efficacy; such efforts may be rewarded with continuous growth not only in collective teacher efficacy but also in student achievement (Goddard, Hoy, & Woolfolk Hoy, 2000).

Organizations, like people, learn (Cohen & Sproull, 1996); in fact, organizations use processes in learning similar to those individuals use. Schools act intentionally in pursuit of their goals. For example, one school may be working to reduce student absenteeism, whereas another may be trying to increase parental involvement. Organizational functioning depends on the knowledge, vicarious learning, self-reflection of individual members. For example, a school that responds to falling achievement scores by implementing a curricular reform that was effective in another district is engaged in a self-regulatory process that is informed by a model from the other school and vicarious learning of its members.

Sources of Collective Efficacy

How does a principal help develop a culture of efficacy? Four primary sources of self-efficacy information are mastery experience, vicarious experience, social persuasion, and emotional arousal. Just as these sources are critical for individuals, they are also basic in the development of collective efficacy.

Mastery experiences are important in schools. Teachers as a group experience successes and failures. Successes enhance strong beliefs in the faculty's sense of collective efficacy, while failures erode it. A resilient sense of collective efficacy requires overcoming difficulties through persistent effort. Organizations learn by experience whether they are likely to succeed in attaining their goals (Huber, 1996; Levitt & March, 1996), and successful experience is the most powerful force for enhancing collective efficacy.

Vicarious experience is also important for schools. Direct experience is not the only source of information for a faculty about its collective efficacy. Teachers listen to stories about the accomplishments of their colleagues and success stories of other schools. Such stories can enhance collective efficacy because schools learn by observing the successes and failures of other organizations (Huber, 1996).

Verbal persuasion is yet another way to strengthen the faculty's conviction that it has the capability to achieve its goals. Teachers can be influenced by talks, workshops, professional development, feedback about achievement. In fact, the more cohesive the faculty, the more likely the faculty as a whole will be persuaded by sound argument. Although verbal persuasion alone is not powerful change agent, when it is coupled with models of success and positive direct experience, it can enhance the sense of collective efficacy. Persuasion can promote extra effort and persistence, both of which can lead to the solution of problems and thus to mastery experiences.

Finally, organizations have *affective states*. Just as individuals react to stress, so do organizations. Efficacious organizations tolerate pressure and crises and continue to function effectively. Such schools learn how to adapt and cope with pressure. Less efficacious schools, when confronted by such problems, often react in ways that reinforce their basic dispositions of failure by misinterpreting stimuli—sometimes overreacting, at other times under reacting. The affective state of an organization has much to do with how challenges are interpreted by the schools.

Although all four of these sources are important in creating a school culture of collective efficacy, the way teachers *analyze the teaching task and assess teaching competence is also significant*. Teachers assess what is required as they teach; that is, they analyze the teaching task. At the school level, inferences about the challenges of teaching in that school are made—What would it take for the school to be successful? Considerations include the abilities and motivations of students, availability of instructional materials, community constraints, the quality of physical facilities, and a general optimism about the capability of the school to deal with negative factors both in the students' home and in the school. Teachers analyze what the school needs to be successful, the barriers that need to be overcome, and the available resources.

As teachers analyze the teaching task, they also assess the overall teaching competency of the faculty. They make explicit judgments of the teaching competence of their colleagues in light of the challenge of the teaching task in their specific school. At the school level, this analysis leads to inferences about the faculty's teaching skills, methods, training, and expertise. Does the faculty believe in the ability of all children in their school to succeed? Because the analyses of tasks and competence occur simultaneously, it is difficult to separate these two domains, but as they interact with each other, collective efficacy in the school develops.

A culture of collective efficacy enhances student achievement. In his seminal study of collective teacher efficacy and student achievement, uncovered two important findings: (1) Student achievement (aggregated to the school level) was significantly and positively related to collective efficacy. And (2) collective efficacy had a greater effect on student achievement than did student socioeconomic status (aggregated to the school level). Roger Goddard and colleagues (Goddard, 2001; Goddard et al., 2000; Goddard, LeGerfo, & Hoy, 2004) also found that strong collective teacher efficacy facilitates high student achievement, even when controlling for socioeconomic status and other demographic characteristics.

In sum, the major influences on collective teacher efficacy are assumed to be the analysis and interpretation of the four sources of information: mastery experience, vicarious experience, social persuasion, and affective state. In these processes, the organization focuses its attention on two related domains: the teaching task and teaching competence. Both domains are assessed in terms of whether the organization has the capacities to succeed in teaching students. The interactions of these assessments lead to the shaping of collective teacher efficacy in a school. The consequences of high collective teacher efficacy will be the acceptance of challenging goals, strong organizational effort, and a persistence that leads to better performance. Of course, the opposite is also true. Lower collective efficacy leads to less effort, the propensity to give up, and a lower level of performance.

School Climate School Health

Two aspects of the school context that set the scene for effective instructional leadership are organizational climate and organizational health. Teachers' performances in schools are in part determined by the health and climate of the schools in which they work. Organizational climate refers to teachers' perceptions of the school's work environment; it is affected by the formal organization, informal organization, and politics, all of which, including climate, affect the motivations and behavior of teachers. Simply stated, the set of internal behavioral characteristics that distinguishes one school from another and influences the behavior of its members is the organizational climate of the school. More specifically, climate is relatively enduring quality of the school environment that is experienced by teachers, influences their behavior, and is based on their collective perceptions (Hoy & Miskel, 2005). There are a number of ways to conceive of the climate of schools, but we will briefly examine two of the most useful and well-known frameworks and then turn to a synthesis of the two.

Organizational Climate: Open to Closed

Schools differ dramatically in their tone. In one school, the teachers and the principal are zestful and exude confidence. They find pleasure in working with each other; they cooperate and are open with each other. In a second school, the brooding discontentment of teachers is blatant; the principal rules with an iron fist, and the teachers are suspicious and often hostile. The psychological condition of such a faculty spills over to students who, in their own frustration, feed back to teachers alternating moods of hostility and indifference. A third school is marked by neither pleasure nor despair, but by a hollow ritual that reveals a pervasive phoniness (Halpin & Croft, 1962)

A basic assumption of our analysis of instructional leadership is that a school's organizational climate is closely related to its improvement practices. An open climate, with its authentic interpersonal relations, seems likely to produce a situation where constructive change can succeed. The closed climate, on the other hand, presents an environment of hostility, suspicion, and inauthenticity where the improvement of instruction is doomed to failure. Improving teaching and learning simply will not work in a closed climate; in fact, in such school it seems futile to attempt to improve the teaching-learning process. If the climate of a school is closed, the first task is to change it. Such change requires a cooperative effort between the teachers and principal; in fact, the principal's leadership is a key to improving the climate. Trust and openness are necessary conditions for effective school improvement.

Research on school climates consistently supports the conclusion that the school's openness and its emotional tone are related in predictable ways. Openness is associated with less student alienation, lower student dropout rates, and more student satisfaction with school (Finkelstein, 1998; Hoy, 1972). Moreover open schools are generally more effective than closed ones, and teachers are more involved in shared decision making (Hoy & Sabo, 1998; Hoy Tarter, & Konkamp, 1991). Openness, teacher commitment, and teacher loyalty (Hoy, Tarter, & Kottkamp, 1991; Reiss & Hoy, 1998) are also positively associated. Open school climates increase faculty trust (Hoy, Smith, & Sweetland, 2002) and enhance perceptions of fairness in school (Hoy & Tarter, 2004b).

Open organizational relations also have positive consequences in schools because they facilitate the process of improving instruction. No climate can guarantee effective teaching and learning, because school climate in and of itself it cannot make a poor program good or a weak teacher strong, but an open school climate can provide the necessary atmosphere for reflection, cooperation, change, and improvement.

Organizational Climate: Healthy to Unhealthy

Another framework for defining and measuring the social climate of a school is its organizational health. The idea of positive health in an organization is not new, and it calls attention to factors that facilitate growth and development as well as to conditions that facilitate positive organizational dynamics. The state of health of a school can reveal much about the probable success of change initiatives and improvement. Matthew Miles (1996) defines a healthy organization as one that survives and adequately copes over the long haul as it continuously develops and extends surviving and coping abilities. Implicit in this definition is that healthy organizations deal successfully with disruptive outside forces while effectively directing their energies toward the major goals and objectives of the organization. Operations on a given day may be effective or ineffective, but the long-term prognosis in healthy organizations is favorable.

The healthy school is one protected from unreasonable community and parental pressures. The school successfully resists all narrow efforts of vested interest groups to influence policy. The principal of a healthy school provides dynamic leadership, leadership that is both task oriented and relations oriented. Such behavior is supportive of teachers and yet provides direction and maintains high standards of performance. Moreover, the principal has influence with his or her superiors as well as the ability to exercise independent thought and action. Teachers in a healthy school are committed to teaching and learning. They set high but achievable goals for students, they maintain high standards of performance, and the learning environment is orderly and serious. Furthermore, Students work hard on academic matters, are highly motivated, and respect other students who achieve academically. Classroom supplies and instructional materials are accessible if needed. Finally, in a healthy school, teachers like each other, trust each other, are enthusiastic about their work, and identify positively with the school.

Measuring Collective Efficacy in Schools

You can determine the collective efficacy of your school by using the Collective Efficacy Scale (CE-Scale). The CE-Scale is a short questionnaire that is administered to the faculty of the school. Sample items include the following statements: Teachers in

the school are able to get through to the most difficult students. Drugs and alcohol abuse in the community make learning difficult for students here. Students here are just not motivated to learn. Teachers in this school believe that every child can learn. Teachers respond to the statements along a six- point scale from strongly agree to strongly disagree. The CE-Scale, scoring directions, and reliability information can be downloaded at the results of the scale will provide you with the sense of the collective efficacy of your school. (www.coe.ohio-state.edu/whoy : 2000)

Changing the culture of your school is neither simple nor quick, but improving the collective efficacy of your school can be accomplished by leadership activities of the principal. Here are a few suggestions. First, provide direct experiences for teachers through which they succeed in improving student performance. Such success enhances strong beliefs in the faculty's sense of collective efficacy, while failures erode it. Next, provide actual examples of schools and school programs that are highly effective; send your teachers to see how these schools perform. Verbal persuasion can be successful if the teachers and the principal work together on professional development activities tailored to teacher needs and specifically designed to improve student learning. Finally, build open and healthy school climates in which teachers are not threatened by mistakes but view them as learning opportunities. This creates an affective state for the school that is helpful in improving teaching and learning. A culture of collective efficacy is one of the few school properties that is consistently related to student achievement, even controlling for socioeconomic status and a host of other demographic characteristics.

A Culture of Trust

Another perspective of school culture is trust. Trust is like air; no one thinks much about it until it is needed and absent. Yet, trust in schools is important because it facilitates cooperation it enhances openness it promotes group cohesiveness and it improves student achievement. Trust relationships are grounded in interdependence; the interests of one party cannot be attained without reliance upon another. Schools are networks of interdependence. Teachers depend on the principal, and the principal depends on teachers, and the same can be said for teachers and students and teachers and parents. Teachers intuitively know what it is to trust—it means making oneself vulnerable to others will not take advantage of you—but trust is complex (Hoy & Miskel, 2005). Faculty trust is the faculty's willingness to be vulnerable to another based on the confidence that the other party is benevolent, reliable, competent, honest, and open. Research on faculty trust (Hoy & Tschannen-Moran, 2003) reveals that these facets of trust vary together and form a coherent notion of trust in schools. In other words, when the faculty has a high level of trust toward the principal, it believes that the principal is benevolent, reliable, competent, honest, and open in interactions with teachers.

Several dimensions of faculty trust are of particular interest in mapping a culture of trust in schools. The extent to which the faculty trusts its students, its principal, its parents, and each other provides a base for a general picture of trust in schools. Interestingly, teachers do not distinguish between trusting students and trusting parents; to trust the students is the same as trusting the parents, and vice versa (Hoy & Tschannen-Moran, 2003). Thus, a profile of a culture of trust of a school can be sketched by examining the degree to which there is faculty trust in the students and parents, faculty trust in the principal, and faculty trust in colleagues.

A prototype for a culture of trust in schools is one in which faculty trust pervades the school. Teachers trust the principal. They believe that the principal acts consistently in their best interests and is open, honest, and competent. The faculty also sees their teacher colleagues as trustworthy; consequently, they depend on each other and have confidence that their colleague, even in difficult situations, will not undermine them. Finally, the faculty as a whole trusts students and parents; teachers believe that all students can learn and that parents and students are honest, open, and authentic. In brief, a strong culture of faculty is important. The faculty also trusts both students and parents. All groups work together cooperatively.

The degree to which faculty trust pervades the school can be determined using the Omnibus T-Scale, which can be found on line at Both the scale and norms for faculty trust are available; hence, the strength of trust in a school can be gauged.

Changing Culture

Every organization has a unique culture that has been developed and shaped internally by the leaders, followers, and other constituencies as well as externally by environmental changes. Schein's research on leadership and culture (1985, 1992) remains the seminal work in the field. Rooted in his clinical he worked with various business organizations. Schein offers a detailed analysis of how leaders can influence culture. For Schein, the guiding principle and assumption underlying his understanding of leadership and organizational culture is that leaders "teach" culture; he wants to emphasize the active role of the leader in transmitting culture as opposed to the passivity of the follower learning culture as it evolves. If leaders are responsible for teaching culture, how should they proceed?

Schein outlines six primary mechanisms for embedding culture:

- (1) What leaders pay attention to, measure, and control on a regular basis.
- (2) How leaders react to critical incidents and organizational crises.
- (3) Observed criteria by which leaders allocate scarce resources.
- (4) Deliberate role modeling, teaching, and coaching.
- (5) Observed criteria by which leaders allocate rewards and status.
- (6) Observed criteria by which leaders recruit, select, promote, retire, and excommunicate organizational members. (Schein, 1992)

These six primaries, embedding mechanisms outline what is most within a principal's control, and thus highlight domains of influence for the leader, and how the leader can *interpret* and communicate the meaning behind these behaviors. Followers are attentive to the leader's behavior and will interpret the motivation behind it. The leader must deliberately connect his or her leadership behavior (as exhibited in the six primary mechanisms) to the existing values and assumptions embedded in the existing culture. The key for leaders is demonstrating that their leadership is consistent and congruent with the core values of the organization.

School Climate and Culture

Establishing and sustaining a school environment free of harassment, bullying, and discrimination should involve an examination of a school's climate and culture. School climate and culture have a profound impact on student achievement, behavior, and reflects the school community's culture. School climate may be defined as the quality and character of school life. It may be based on patterns of student, parent, and school personnel experiences within the school and reflects norms, goals, values,

interpersonal relationships, teaching and learning practices, and organizational structures. Key factors impacting school climate may include, but are not limited to, a person's perception of their personal safety, interpersonal relationships, teaching, learning, as well as the external environment (<http://www.schoolclimate.org/climate:2016>)

A school's culture is largely determined by the values, shared beliefs, and behavior of all the various stakeholders within the school community and reflects the school's social norms. Establishing behavioral expectations for students, staff, and visitors that encourage a positive and respectful school climate and culture are essential to creating and maintaining a safe and supportive school community. There is an expectation that schools promote a positive school culture that encourages interpersonal and inter-group respect among students and between students and staff. To ensure that schools provide all students with a supportive and safe environment in which to grow and thrive academically and socially, each of the following facets of a school community must be considered: Social Environment, Physical Environment, Behavioral Environment, Expectations and Supports.

The periodic review of a school's social, physical, and behavioral environments, as well as student and staff expectations and supports enable school leaders and personnel to play a key role in establishing and sustaining school norms that foster a positive culture and climate in which all students can thrive. There are varying school climate models that have been developed by organizations, as well as by other states.

The National School Climate Center, an organization dedicated to helping schools incorporate social and emotional learning with academic instruction, has developed a school climate improvement model based on a cyclical process of preparation, evaluation, understanding the evaluation findings and action planning, implementing the action plan, and re-evaluation and continuing the cycle of improvement efforts. This process enhances student performance; reduces dropout rates, violence, bullying; while developing healthy and positively engaged adults.

Social and Emotional Learning

In the summary presented to the Board of Regents by State Education Commissioner John B. King, Jr., it was noted that "social and emotional development is the ability to understand, manage, and express the social and emotional aspects of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development." (www.regents.nysed.gov/meetings/2011Meetings/July2011/711p12a6-revised.pdf : 2016)

Teaching social and emotional skills is as important as teaching academic skills. Abraham Maslow's statement, "If you only have a hammer, you tend to see every problem as a nail," speaks directly to the fundamental need to provide students with instruction in social/emotional skills as both an overarching prevention strategy and as a primary intervention strategy for children whose "toolkit" of responses needs to be expanded to include appropriate, pro-social strategies for effectively interacting with others. Schools are encouraged to address prevention and intervention on three levels:

- (1) Primary (universal) prevention to promote pro-social development and prevent problems

- (2) Secondary prevention to address the needs of at-risk students as soon as possible when behavioral incidents occur
- (3) Tertiary prevention that provides applicable interventions to students with chronic and/or severe problems.

2 www.p12.nysed.gov/sss/sedl/SEDLguidelines.pdf : 2016)

Social and emotional learning helps students develop fundamental and effective life skills, including: recognizing and managing emotions; developing caring and concern for others; establishing positive relationships; making responsible decisions; and handling challenging situations constructively and ethically. Such skills help prevent negative behaviors and the disciplinary consequences that may result when students do not live up to behavioral standards.

A strictly punitive or reactive approach to inappropriate student behavior is neither the intent of the Dignity Act, nor has it been proven effective in reducing incidents. Rather it is recommended that strategies such as prevention, intervention, and graduated/progressive discipline be considered in addressing and correcting inappropriate behavior, while re-enforcing pro-social values among students.

Student Engagement

Students are the largest group of stakeholders in the school and its greatest resource in creating and sustaining a safe and supportive school environment. Student engagement is absolutely essential in creating a positive school culture and climate that effectively fosters student academic achievement and social/emotional growth. The quality of student life and the level of student engagement may be the best single indicator of potential or current school safety and security concerns as they pertain to student behavior. Providing students with multiple opportunities to participate in a wide range of pro-social activities and, at the same time, bond with caring, supportive adults mitigates against negative behaviors are key to promoting a safe and supportive school. Such opportunities, coupled with a comprehensive guidance program of prevention and intervention, provide students with the experiences, strategies and skills, and support they need to thrive.

Student and staff access to school library and classroom materials which address human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression), or sex may also promote an environment in which social/emotional growth can be nurtured and thrive. General resources to assist school administrators, teachers, and the Dignity Act Coordinator in addressing the needs of students are in of this guide.

Student Empowerment

The Dignity Act states that “[n]o student shall be subjected to harassment or bullying by employees or students on school property or at a school function; nor shall any student be subjected to discrimination based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex by school employees or students on school property or at a school function...” Whether a student is being bullied himself/herself or has witnessed another student being bullied, s/he needs to feel empowered, comfortable, and safe reporting such an incident to school faculty or staff. Specifically, the Dignity Act requires that boards of education create policies, procedures and guidelines that enable

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students and parents to make oral and/or written reports of harassment, bullying or discrimination to teachers, administrators, and other school personnel that the school district deems appropriate. Even with such policies in place, a student who has been bullied may still hesitate in seeking help from an adult. Since the Dignity Act applies to both student-to-student and faculty/staff-to-student behavior, it is important to keep in mind that the student may have been harassed or bullied by a school employee. In a case such as this, the issues of empowerment and trust are that much more critical – and the objectivity and approachability of the person the student confides in is absolutely essential.

To assist students who may be bullied, the Dignity Act includes a requirement that boards of education create policies, procedures and guidelines that require each school to provide all students, school employees, and parents with an electronic or written copy of the district's Dignity Act policies, including notification of the process by which they may report harassment, bullying, and discrimination.

Conclusion

A school's culture may be the single most important factor in preventing, limiting, and/or dealing with bullying and cyber bullying incidents. Educators need to work diligently to create school cultures that value and teach respect for all. The most positive school cultures are culturally sensitive and model positive behavioral interactions. This annual review provides an opportunity to assess whether the Code of Conduct needs to be revised to address, among other things, the use of new forms of technology on school grounds and/or at school functions by students, teachers, other school personnel and visitors. A district may establish a committee to facilitate the review of its Code of Conduct and the district's response to Code of Conduct violations. The review team/committee must include student, teacher, administrator, and parent organizations, school safety personnel and other school personnel. Such committee might also include school staff, community members, and law enforcement officials. It is also recommended that individuals with strong technology skills and a thorough understanding of how students, teachers, and staff are using technology be recruited to assist in the review of the Code of Conduct. This will help ensure that the Code of Conduct reflects current and anticipated challenges that have been created or are anticipated through the evolution of technology. In addition, prior to board adoption of the updated code of conduct a public hearing must be held to inform the community about the proposed changes and receive input.

The Code of Conduct is an ideal document in which to establish expectations and consequences for student and staff conduct regarding internet safety and the use of technology while on school grounds and/or at school functions. Teachers must be provided with a complete copy of the Code of Conduct and complete copies of the Code of Conduct must also be made available for review to students, persons in parental relation to students, and other community members. The complete Code of Conduct, including any annual updates or other amendments, must be posted on the school district's website, if one exists.

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The significance of enrichment program to the students' achievement on English language study

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Abstract

Learning is basically a process of educational interaction between teachers and students. In many schools there is an activity that can help a student to develop talents and interests outside the academic field which is called Extracurricular Activities. This activity has one goal to improve student achievement. This activity preferably in the field of English language studies because it is a foreign language. In English there are four language skills : listening, speaking, reading and writing.

Keywords : Extracurricular, Student achievement, English Language

INTRODUCTION

4 Education is an attempt to create an 4 mosphere of learning and the learning process so that students play an active role to develop the potential to have the spiritual 4 pwer of religion, self-control, personality, intelligence, noble character and skills. Learning is a process of interaction between educators and learners with the learning resources in a learning environment. Regarding the quality of education can not be separated from the learning process. Teachers must be able to carry out his duties and role.

Student success in learning can be known of student achievement. Schools as educational institutions require formal education learning English as a compulsory subject in accordance Education Unit Level Curriculum (SBC). In meeting the shortage of school learning organized learning activities outside of school hours is commonly called Extracurricular Activities. Extracurricular activity is an activity outside of school hours, its not limited by time. Learning achievement is very important factor in obtaining the desired results (achievement) based on grades.

Influenced by several factors: Physiological factors (medical students) and psychological factors (motivation of students to achieve). Language is a verbal tool to communicate in daily life - today. English has an important role in the International communication especially in the fields of development, technology, economy, and education. English lessons are given intensive education and continuous to the learners. English is a tool to communicate orally and in writing. There are 3 levels in English language education to be achieved:

- (1) Functional Level that communicate orally and in writing
- (2) The level of Informational namely preparations to be made by the Junior High School (SMP / MTS) to continue their education to college.
- (3) The level of Epistemic 4 at English serves as a Foreign Language.

In English there are four language skills: listening, speaking, reading and writing. Can understand and create short texts and essays shaped functional procedure, descriptive, storytelling, narration and reported. Learning English is done with oral

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approach in the form of listening and mimicking techniques. Basic Theory Extracurricular Activities in school is very important function in order to improve the achievement of learners. Morgan (1978) defines that "Learning is a relatively permanent change of attitude in behavior that occurs as a result of training or experience".

According Pennycook (1995: 40) that "English has become a tool that is crucial for the continuation of education, employment and social status". According Oteng Sutisma (1983) argues that "Extracurricular activities are an additional lesson activities and student activities are done in school, not as an addition or as a stand-alone activity". According to Rusli Lutan (1986: 72) "extracurricular program is an internal part of the learning process that emphasizes on meeting the needs of students". According to Big Indonesian Dictionary (2002: 291) that "An activity that is written in the program beyond the curriculum such as leadership training and coaching students."

According Techonlyib (2009: 2-3) "function Extracurricular activities there are some of them:

- (1) Development, which is a function of extracurricular activities to develop the skills and creativity of learners in accordance with the potentials, talents and interests.
- (2) Social, which is a function of extracurricular activities to develop skills and social responsibility learners.
- (3) Recreational, namely the function of extracurricular activities to develop an atmosphere of relaxed, fun and enjoyable for the learners to support the development process.
- (4) Career preparation, which is a function of extracurricular activities to develop the career readiness of learners".

According to Ridwan (2008) that "Anyone who does the learning process will undergo a change in him." According to Big Indonesian Dictionary (2001: 895) "The learning achievement is the acquisition of knowledge or skills developed by the subjects indicated by test scores or numeric value assigned by the teacher". According Mámun (1998: 111-112) "learning achievement can be interpreted in the form of learned behavior changes such as:

- (1) Gain knowledge of facts - facts, information, principles - principles, or rules - rules, procedures - procedures or work patterns or theory of value systems.
- (2) Mastery of a pattern - a pattern of cognitive behavioral, affective behavior and psychomotor behavior.
- (3) Changes in attitude - an attitude of personality.

According to Moh. Surya (2004: 75) that "learning achievement is the result of learning or behavioral changes related to knowledge, skills and attitude after going through a certain process, as a result of individual experience in the interaction with the environment". According Muhibbin Shah (2008: 132) "factors - factors that affect the learning achievement:

- (1) Internal factors (factors from within the individual). Include: the state or condition of physical and spiritual students.
- (2) External factors (factors outside the individual). Include: environmental conditions around the students.

Learning Approach factors are the type of student learning efforts (habits) which includes strategies and methods used by students to perform learning activities subject matter. The aim of extra lessons in English in order to:

- (1) Learners can deepen and increase the knowledge, skills in communicating in the English language properly.
- (2) Learners can take advantage of English language education to be applied to daily life - the day according to the knowledge gained from the program curriculum.
- (3) Learners can master the English vocabulary as much as possible the use of higher education continue to be no trouble.

In the context of psychological approach to learning English there are two, namely:

- (1) Andragogic learning approach, as the learning process student-centered.
 - (2) Learning pedagogical approach, the learning process centered on the teacher.
- English learning method:
- (3) Physical Response Overall, the process of learning by using direct commands such as responding physically.
 - (4) Method of reading, prioritizes reading in the process of learning English.
 - (5) Sing and play, learning to use the vocabulary, pronunciation and fluency in songs and games.
 - (6) Study the field, the process of learning by making use of the surrounding environment.
 - (7) Active learning, learning in direct contact with the teacher as a facilitator by curriculum

CONCLUSION

English education is an education that is not easy and provide a challenge for teachers of English as the language is not the language used in everyday life for students. But unfortunately a lot of students who are less happy to learn English because they think these subjects are not used in everyday communication. The purpose of providing additional lessons to learners, especially English lesson to introduce linguistic structures by providing a direct example of that is around, so students will be easier to practice English. It turned out to have a positive impact, especially when the school examinations, test scores can be seen for teaching English rose significantly as well as students increasingly happy to use English. ⁴

Many other things can be developed to improve the quality of education in order to address the challenges of globalization. One is through the English extra-curricular activities are beneficial to enhance the independence and ability of learners. Need for educators to give attention to the development potential of learners.

Learning English uses the standard of competence, namely education: reading, writing, listening and speaking. Extracurricular activities or tutoring useful to assist and encourage students to be motivated to improve the quality of knowledge and simplify the task - the task given by the teacher.

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Improving teacher performance through transactional leadership style

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Abstract

In higher education, the performance is influenced by many factors. Effective leadership has a imperative role in the better performance and growth of the organization. Yet, several performance efforts were unsuccessful as a result of factors such as satisfactory leadership style of leaders. This study was carried out to identify the effect of leadership on job performance. The assumed leadership styles are transactional and transformational. The research inspected the association between transactional (contingent reward) and transformational styles of leadership influenced performance of academic leaders. This finding of this study would be useful for academic leaders. It is mainly aimed to increase the effectiveness of higher learning institution; therefore, they adopt leadership style that refines abilities of academic leaders and assists them to attain profit performance.

Keywords: transactional leadership style, job performance, academic leader

INTRODUCTION

Many people who feel the major problems of education in Indonesia. The low per capita economic ability, is not accompanied by the amount of the state budget for education subsidies. Demonstrations and widespread criticism in many media, forums and many parties. Whatever the motivated, it shows how the importance of education. In such circumstances, only natural that the government has been blamed as the responsible party.

This is reasonable, because the government has the mandate of the people, so that when people feel the conditions of life including education disconcerting, then it is the government in charge. Education is the basis for a person being able to act appropriately to the demands of life. Will be very different, when seen two different types or levels of education, face a similar problem. An educated usually will put forward the analysis by involving many factors surrounding the issue. Meanwhile people who are less educated or even not usually address issues based only on knowledge or experience modest. Perhaps no one can answer if the more important aspects of the three components of the following education: students, curriculum and teacher. Indeed educators is more important than the other two components.

Students and curriculum. However, the three simply can not be in the underestimate or separated. Between one and the other need each other. Teachers without students, then nothing being taught. Teachers with no curriculum, no one taught. Instead of students without a teacher, nothing is going to teach. Curriculum without a teacher, nothing is teach (Superman, 2006). This study is aimed to determine the effect of leadership style of the principal transactional and transformational in kindergarten on work motivated of subordinates. Knowing the relationship and

influence between leadership style and motivated in education in particular, which is in addition to theoretical psychology education industry.

LITERATURE

Work Motivation

It could be the study of motivated is one of the most interesting psychological topics. Humans want to know why they behave as they do. Understanding the processes that enable their behavior. Motivation is a complex thing because to mention all aspects of the area of psychology (Steers et al, 1996)

Motivation is one of the forms of various forms of motivated. Riggio (1990) states that motivated can be defined as a person's effort and willpower are directed at achieving certain results, or in other words is something that raises the spirit or boost employment.

Hunt (1965) in petri (1981) is one expert who believes that the assumptions expressed throughout human behavior is control by external causes in the form of reinforcement is not strong enough to be used as an explanation. Hunt noted, when the greatest need is not there, it turns out people are still motivated. In the conditions of low need, organisms still show exploratory behavior, curious (curiosity), as well as the behavior of manipulation. These behaviors Hunt said as intrinsic motivated.

Intrinsic motivation as the urge to perform a task or activity that is not based on rewards or reward clearly visible, except those directly related to the task itself, whereas extrinsic motivation is defined as the urge to have a task or activity in order to obtain an external reward

Wolfman (1973) says that intrinsic motivation is motivation that comes from outside, for example, someone playing a musical instrument only for his own pleasure, while extrinsic motivation is a motivation that comes from reinforcement (reinforcement) itself from the outside to act as the behavior itself, for example, someone studying hard to get a high score and not caused by learning a fun activity.

Assessment of Transactional Leadership Style

Definition of Leadership Style

Stogdill define leadership styles as the performance leader to influence and guide- activity group activities towards the achievement of objectives (in Judge and Bono, 2000). Such efforts can be made through communication, and effective leaders need to understand the purpose of individuals, groups and organizations (Gibson et al, 1998).

Tucker (in Syafaruddin, 2002) defined leadership as the ability to influence and encourage a person or group of people to work voluntarily to achieve the goals or objectives in certain situations. Another opinion about the ways of leadership are conducted by leaders in influencing, organizing members of the organization to become more active and compelled to do the work in achieving the goals (Bass, 1990).

Transactional Leadership Style

Bass (1985) and Bycio et al (1995) described transactional leadership as a leader who knows how to get basic obedience from subordinates through the steps of identifying the needs of his followers in exchange for a reward (reward / for the level of effort and performance that is done. Leaders gain support by implementing exchanges with followers and monitors the relationships that have been exchanged are (Burns in

Judge and Bono, 2000), the exchange can be an exchange of money in the form of labor, politics to obtain the most votes, or the psychological form of loyalty (Burns in Hughes et al, 1999).

Aspects Transactional Leadership

Remuneration contingent (contingent reward) that the exchange contract in exchange for the efforts made. Provide an exchange or compensation adequate to support both employee performance and reward performance. Contingent reward leadership award may be because the task has been carried out. For example leadership provides particular appreciation for the work of subordinates who achieve certain targets in the form of bonuses, salary increase or the facilities. Management by exception consisting of

- Active management by exception. This aspect emphasizes the management function as a control; involve some monitoring of the performance of subordinates and take corrective action in case of error or deviation from the standard. Practice is reflected in the actions that leaders delegate responsibilities to subordinates, take corrective action to tell when an error occurs and provide assistance so that the problems faced resolved soon.
- Passive management by exception. Intervene only finally the management of both active and passive these are attempts to avoid mistakes (Bass, 1997) transformational, namely (1) of idealized influence, (2) inspirational motivation, (3) intellectual stimulation and (4) individualized consideration when problems become serious or standards not met.

DISCUSSION

Transactional leadership is leadership that motivates subordinates or followers to his personal interests. Transactional leadership also involves the values but the values of the relevant extent of the exchange (exchange process), do not directly touch the substance of the desired changes. Kudisch, said transactional leadership can be described as:

- Exchanging something of value to others between leaders and subordinates.
- Intervention as the organizational processes to control and correct the error.
- The reaction to the failure to achieve the prescribed standards

Transactional leadership according to Metcalfe (2000) transactional leader must have clear information about what is needed and wanted his subordinates and should provide constructive feedback to keep subordinates in their duties. In the transactional relationship, promising leaders and reward subordinates are performing well, and threatening and disciplining subordinates who perform poorly

Barnard M. Bass suggests transactional leadership is leadership where the leader determines what should be done by the employees so that they can achieve their own goals or organization and helps employees to gain confidence in doing the task. So transactional leadership is a leadership in which the leader encourages subordinates to work to provide the resources and rewards in exchange for motivation, productivity and achievement of effective task. Transactional leadership very concerned about moral values such as honesty, fairness, loyalty and and responsibility. This leadership helps people into a clear agreement, sincere, and take into account the rights and needs of others. This is the school leadership to listen to the complaints and concerns of various

participants, decided to debate with the fair, making people accountable for their work targets, provide the resources necessary for the achievement of objectives.

Transactional leadership presupposes the existence of bargaining between the various individual interests of teachers and staff in return for their cooperation on the agenda of the principal. The school principal as leader will continue to seek improvements in program evaluation, communication fabric, coordination, strategy set specific targets and activities of the tasks for troubleshooting.

Transactional principals learn about how to learn (learning how to learn). The school principal learned from various experiences and maintain confidence in their values. Transactional principals also have the ability and motivation to empower teachers and staff. The impact is the realization of organizational behavior of schools (school organizational behavior). Transactional leadership according to Bass has the following characteristics:

- contingent reward. Exchange contract awards for business, the promised rewards for good performance, recognizing achievement.
- Active management by exception. View and search for deviations from rules or standards, taking remedial action.
- Passive management by exception. Intervention only if the standards are not achieved.
- Laissez-faire. Removing responsibilities, avoiding decisions.

CONCLUSION

Transactional leadership is a leadership in which the leader encourages subordinates to work to provide the resources and rewards in exchange for motivation, productivity and achievement of tasks effectively. Transactional leadership according to Bass has the characteristic that the Contingent reward (exchange contract award for the effort, the rewards promised to good performance, recognizing achievement), Active management by exception (look and look for deviations from rules or standards, corrective action), Passive management by exception (intervening only if the standard is not reached), Laissez-faire (let go of responsibility, avoiding the decision).

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Strategic analysis of educational quality improvement at underdeveloped regions in Indonesia

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Abstract

Indonesia is an archipelago where the entire population is scattered in various islands including in education. Education lagging area have limitations both the means, social and economical infrastructure. In order to carry out the task and the learning process, it is necessary that motivation and strong incentive are for the teacher who work in the area. Every discovery in improving the quality of education must be a clear direction and it will end when the primary goal had been achieved. The approach can be more focused on the experience of the students, the teacher must be able to dive into the real needs of children. Learning should also be built on the assumption of local regional with the daily problems of children in the area. Education in the region can be maximized and more useful directly for their life, such as regional materials and the development of soft skills.

Keywords: Education, Quality, Underdeveloped

INTRODUCTION

Education is the main capital for each country to promote and develop the welfare of the nation and the lives of its citizens. States has an obligation to guarantee education and every citizen has the right to education as well as possible, in the accordance in provisions set out in of constitution the Republic of Indonesia. The problems of education in Indonesia is very complex, considering that Indonesia is an archipelago and a population scattered over the island is a challenge for the government in advancing qualities education in each region has its own challenges of provision education ranging from geography, facilities, infrastructure to power educators.

Corners towards the bench area of education are not as easy as in the city yet again have to face a long journey to take the school became an obstacle and be extra stamina to support comprehension classes, let alone have to walk a long and perhaps for hours. Thorndike preparedness law (in Suryabrata, 2002) learning theory states that if an educational unit that is not ready to run, but forced to walk, then such conditions will lead to dissatisfaction. This dissatisfaction can make children be both mental and physical fatigue. This can lead to loss of interest and motivation that caused the child's deviant behavior in the classroom.

Approach to learning for children in remote areas do need more scrutiny. The approach can be more focused on the experience the students, the teacher must be able to dive into the actual needs of children. Learning should also be built on of the assumption local regional with the daily problems of children in the area. That education in the region can be maximized and more directly useful for their life there.

such as regional materials and the developed soft skills.

Here we need a breakthrough to reach education in these areas to be able to participate in national development acceleration, so the goal of nation building both in terms of economics, infrastructure and education can be accomplished with the best in the country.

DISCUSSION

Based journal written by Hamidi, Busri Endang, and M. Chiar (2015) remote areas is difficult to reach area that touched or approached either by land or sea or air. Disadvantaged areas have limitations both the means, social and economic infrastructure. In order to carry out the task and the learning process, the necessary motivation and strong incentive for a teacher or education personnel who are in the area. Not because of his tight competition and education competition, but more focused on the problems of access, facilities, and infrastructure that support education.

Various dynamics problems of education in disadvantaged areas or outlying opened our eyes that is unjust and less relevant if in the area are also required to reach the same achievement and the quality of the schools located in the city. Without serious attention from all sides it's hard to catch the achievements that are in the city. The imposition of the curriculum from the central government without notice arena becomes even more difficult for providers of education in the area. Readiness less and limited circumstances often make the students become increasingly burdened with educational material that is applied by the central government, it is no wonder if the quality of education in disadvantaged areas were also still far from expectations.

The quality of education necessarily mean education that is able to produce the graduates who are competent, skilled, able to apply their education, and above all else is to have good morals. In order to improve the quality of education of qualified and competent then the need for a development, both from the educational curriculum, evaluation system, education infrastructure, provision of teaching materials, and training for educators. So far, the government has been making various efforts and breakthroughs to achieve a better quality of education, especially in remote areas, but these efforts are still not maximized with a variety of reasons and constraints.

Each breakthrough must have a clear direction and will end when the primary goal had been achieved. Actually, the main purpose of education in remote areas that span the entire archipelago and the border is to elevate human dignity better, so that it can participate in the national development process, and therefore needs to be done in various ways in order to run up to, and following are various efforts which can be achieved by the government in order to improve education in remote areas.

Procurement and Teacher Placement

Being an important thing to do with the procurement and placement of teachers, as well as management of teachers also need special attention to some very important things. The government is obliged the needs of teachers, a good number, qualification, to the competence and equalization system to make sure the quality of education throughout the region can be achieved with the largest. The existence of equalization of teachers and educators are good, it can facilitates the educational distribution arrangements in stages. In every provincial government should make sure continuity of education starting from secondary school in accordance with the standards of education in their respective jurisdiction. In the Regency / City administration, the government is

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obliged the needs of teachers in both the procurement and facilities to make sure the continuity of education from early childhood to primary education in accordance with the standards of education in their respective areas.

As education providers better secondary education, elementary, or early childhood held by the community itself (private), it is also required to needs such as the provision of permanent teachers, including the number, qualifications, and competence to make sure the quality of education that has been applied by the government. If this is followed consistently by the parties concerned, the various problems of teacher management to find a solution and a way out together. But the most important thing as a system of appointment and deployment of teachers should be done objectively and transparently so that the wheels can run up educational administration. The system of procurement and deployment of teachers is a package which means teachers to remote areas should be prepare carefully, both in the number of people and academic qualifications are programmed specifically to prepare educators in the area.

Incentive System

Other supporting Equally importantis the accompany ingintensive system that teachers are interested to serve in remote areas, and to feel at home in place duties. In addition to special allow ances need to be developed as well, among others:

- a. Rotation al assignments within the district.
- b. Special promotion for thededication of more than 5 years in the same place.
- c. Getting the right scholarship to continue studies for out standing, innovative and good academic ability.
- d. Providedecent housingormortgagereliefdutyin place.

Development and Practical Ability Development

Efforts to improve the practical skills must be in line with the demands of the task performedby the teacherso that latercan be applieddirectlyin the world ofwork. As educators, teachers are required to continually update their knowledge in line with the changing times, either throughself-learning as well as through the promotion and development program or ganized by the government or private. This coaching us an effort to increase the professionalism of teachers that can be done through seminars and training education.In addition it may include coaching coaching teachers teach basic competence, professional competence, competencein the field of social and personality. While coaching career include promotion, task, and promotion.

Implement Based School Management Autonomy

The basic concept Based School Management autonomy is autonomy and participatory decision making. It means giving greater authority at the school to run the school program and resolve any problems that occur, the school is expected to give a solution more wisely. Although it has been given the authority, but in decision-making should involve elements of school as teachers, students, parents, local communities and leaders. The authority more broadly, the school better understand what to do and how best solution of a problem-solving because each school has a source of problems .

Efforts over the efforts of the government in improving the quality of education in disadvantaged or isolated in terms of readiness of teachers and educators, but not only of readiness in terms of teachers but students also need to be planned in advance. Hanani (2013) suggested to develop or support student achievement with a typical regionalism in Indonesia can be realized with a variety of breakthroughs, one of them

with the development of soft skills in students, it is more effective to improve the usability in everyday life. Examples of these activities include:

Agriculture and livestock programs

This program offers students and will introduce business opportunities of agriculture and animal husbandry. Where students are introduced to the advantages of business, processing, how to increase effectiveness of agricultural and livestock to good management. So that children will know and be interested to apply at home and can be used as food for business opportunities.

Coaching skills of carpentry and crafts

Students are introduced to the basic skills of various crafts, ranging from materials, the manufacturing process up to the marketing process. The craft using a variety of carpentry tools to get results more quickly and efficiently so that children once were taught to use and keep up

- (1) Development of micro-enterprises or UMKM. Many micro-enterprises that can be developed by each region, to see the potential of raw materials that exist in each area then it is time students are also introduced to a variety of potential types of small businesses that can be developed such as processed food, home decoration, souvenirs, household furniture, ornaments, etc. . Not only of how to manufacture, but to a way of packaging up to the marketing also needs to be delivered. Various series of skills over the child will choose according to their interests will be further honed his skills in further education. In order to get the most need a special strategy as proposed by Philip H. Comb & Anzoor Ahmed (in Hanani, 2013);
- (2) Development of skills, including the place, the needs of students, and motivation, as well as the schedule of this program should be adjusted accurately by adjusting the child's condition.
- (3) Development of skills should be adjusted to the proper technique by observing the physical and socio-economic circumstances that are typical in the surrounding community.
- (4) Submission methods to be applied adapted to the style repertoire and learning styles of the local community.
- (5) Implementation of education or development of such skills should be implemented as a series that continue.
- (6) The goals are detailed education should explicitly from the beginning, so that an evaluation can be conducted directly to make adjustments and improvements

To support the supply of energy and nutrition students should be encouraged supplementary feeding programs through collaborations good government with the private sector, non-governmental organizations as well as from abroad, with the extra food project to students in primary schools, it is deemed more right and efficient in terms of budget. The addition of nutritious food is expected that children have good nutrition, balanced and stamina to help receiving lessons in the classroom. No doubt the limitations in the house makes the children were not many breakfast from home. Instead of being lazy or do not have time, but more because there was nothing to eat.

The government is also expected to grow the regional economy that support the growth of the field, education without employment growth will only give rise in the number of educated unemployed in the region. We recommend that addressed not only

the empowerment of the system should be, as far as any effort, but if it is not about the empowerment of the students then their chances in remote areas to move to a higher level will remain difficult to do.

CONCLUSIONS

Based on various descriptions above, the education of school children especially in remote areas do not have to always dwell on academics alone, but can be supported learning achievement of skills life skills: which can prepare children to face the global world. Indirectly by raising the child's interest to the field of life skills, children in remote areas can be directly applied to daily life and could be a provision for education at the next level.

In addition there are things to consider in supporting the improvement of the quality of education in underdeveloped areas in terms of both teachers and students. As the government needs special attention to the teacher related to three main points namely, procurement and deployment of teachers equitably, the incentive system is good and fair, as well as development and career guidance. So that with the passage of three major systems that can increase the motivation of teachers in the task and eventually have implications for improving the quality of education in disadvantaged areas. Increasing the quality of students in remote areas do not dwell only on the academic, but also need scientific development of practical that can be applied directly to everyday life, such as the program in the area of agriculture and animal husbandry, coaching skills of artisans and craftsmen, and the development of small industries.

Overall efforts applied above expect an increase in the quality of education in remote areas, not just from an academic course, but in terms of economic, social and cultural rights also need to be considered because every region has their differences that are difficult to be implemented jointly. Here, the role of government and us keen to see together what the students need lagging areas and how to equip teachers or lecturers who are lagging area. Not fair if we just requires a good quality regardless of the rights and needs that can support education in the area.

CRITICISM AND SUGGESTIONS

The material we say of course there are still many limitations be in terms of material and solutions offered insolving the problem of improving the quality of education in remote areas. Considering each region has a different characteristic and a different culture, then the next writer is expected to add in terms of the local culture as are view to improve the quality of education in remote areas. Besides criticism and constructive suggestions so we expect to study the development of matter this time.

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